

Chapter 15

Army Training

“The Army owes it to our Soldiers to prepare them for the rigors they will face during combat. Training, and the associated risks, must be as close to battle as we can make it. The more realistic we make training, the more lives we will save on the battlefield.”

General Peter J. Schoomaker, Chief of Staff, Army

Section I Introduction

15–1. The training goal

The Army’s primary mission; to organize, train, and equip forces to conduct prompt and sustained land combat operations-to achieve and sustain the capability to deter and when necessary to fight and win America’s wars. The Army must be trained and ready today. Senior Army officials predict that the explosive growth of commercial information sharing networks and other technologies will fundamentally change the way the Army conducts much of its training both at the Soldier and the unit levels. The three core domains of the Army training system are the institutional , operational, and self-development domains. Each serves one underlying purpose, to enhance the ability of units to perform their missions. Unit readiness is the objective of all Army training.

a. Institutional domain. The institutional Army (schools and training centers) is the foundation for life long learning. It provides institutional centers of excellence in military knowledge and progressive resident and non-resident training and education to enhance individual potential, initiative, and competence in task performance and warfighting skills.

b. Operational domain. Unit training prepares units to perform their METL so that they are ready to perform their assigned missions when required. Using the institutional foundation, training in organizations focuses and hones individual and team skills and knowledge.

c. Self development domain. Learning is a lifelong process. Self-development is continuous and should be emphasized in both the institutional and operational assignments. These programs are executed by exploiting reachback, (the process of obtaining products, services, and applications, or force, or equipment, or material from organizations that are not forward deployed) distributed learning and continuing educational technologies.

15–2. Chapter organization

This chapter examines Army training by systems. The discussion is presented in seven sections listed here. The chapter concludes with a summary and a list of pertinent references.

- Army Training Overview.
- The Policy, Requirements, and Resourcing Process.
- TRADOC Organization and Training Development Systems.
- The Army School System (TASS).
- Training in Units.
- The Training Support System.
- Quality Assurance (QA) Program

Section II Army training overview

15–3. Army training

The Army Training System is shown in Figure 15–1. Over the years there has been little change in the desired output, but the basic concepts, techniques of training, and methods of measuring and evaluating training have constantly evolved. FM 7–0, *Train the Force*, and 7–1, *Battle Focused Training*, contain the Army’s standardized training doctrine applicable throughout the force. They provide the necessary guidelines on how to plan, execute, and assess training at all levels. The manuals provide authoritative foundations for Soldier, leader, and collective training. Army Regulation 350–1, Army Education and Training, prescribes how the Army will create efficient and effective education and training.



Figure 15–1. Army Training and Leader Development Model

15–4. The three major domains of the Army Training and Leader Development Model

The operational, institutional, and self-development domains are influenced by and adapted based on the overall strategic context of the Army. Joint, interagency, intergovernmental, and multinational training, education, and individual assignment experiences shape the competence and confidence of leaders and units. Training does not operate in a vacuum. It is related to all other Army management systems, including personnel, research and development, resourcing, and logistics.

15–5. Combined Arms Training strategy (CATS)

a. Overarching strategy. The CATS is the Army’s overarching strategy for the current and future training of the force. CATS also provides a foundation for quantifying and justifying required Army training resources, which feed into the budgeting process. These training strategies:

- Describe how the Army will train the total force to standard.
- Consist of unit, individual, and self-development training strategies.
- Identify, quantify, and justify the training resources required to execute the training.

b. Training strategies development. The development of training strategies is the first step in designing training:

(1) The Army’s Training Strategy provides a capstone strategy for unit, institutional, and self-development training to help ensure the operational readiness of the current and future force.

(2) There are both long- and short-range individual and collective training strategies. Development of these strategies involves decisions on who (unit) what (job or task), how (media, method), when, and where (site) to attain and sustain critical task performance proficiency. They establish the need for training and training programs, courses, products, and materials. These decisions are identified in supporting plans/models.

(3) A process overview would appear as follows:

- Long-range Strategies (3–10 years after current year)
- Short-range Strategies (current plus 2 years)
- Program/product design (current year)

c. Long-range training strategies. Long-range training strategies are an initial determination of who (individuals or units) needs training, what type of training is needed, and where and when the training will take place. They cover the third year following the execution year and beyond. Training proponents add these requirements to appropriate plans/models to ensure resources are available for product development and/or training support.

d. Short-range, or current training strategies. Short-range, or current training strategies are based on task analysis data. They are the training design (plan) to attain and sustain the desired level of performance proficiency on each critical task contained in the unit METL.

e. Self-development. Self-development strategies enable soldiers and DA civilian employees to supplement their professional growth in the skills and competencies they need as leaders and technical specialists. All individuals are responsible for acquiring and sustaining the skills, knowledge, and experience needed to successfully perform the duty position requirements of current and future assignments. Self-development is the individual's responsibility. Self-development is a continuous process that takes place during institutional training and the operational assignments.

15–6. Future Army training

a. Overview. Army education and training is being changed from the traditional classroom, instructor presented lessons to a combination of resident, distributed learning (DL), and unit training. This approach leverages automation technologies to improve the efficiency of producing, distributing, and implementing instruction (See paragraph 15–13). This change affects individual and collective training. The automation network serves as the conduit for producing and distributing learning material to soldiers, leaders, and units to meet their specific needs to train and prepare for a broad spectrum of global contingencies. The use of automation technologies doesn't change performance standards expected of soldiers and units. Reliance on traditional training methods will continue, but will be enhanced by the availability and use communications power of the commercial World Wide Web, Internet, and other information transfer systems. To attain this vision the Army has initiated a number of projects to provide a solid education and training information foundation. Registration for formal Army education/training including DL courses will be accomplished in the ATRRS.

b. Distributed learning (DL). To meet the challenge of the future, the Army is in the process of implementing DL to deliver education and training to the soldier when and where needed. Types of DL include Interactive Multimedia Instruction (individualized self-paced instruction), Video Conferencing, web-managed instruction, and simulations. DL does not fundamentally change the way the Army trains, it enhances the way it goes about training by using current and emerging technologies for management and delivery of training to the Soldier when and where it is needed. Exploiting these technologies takes the classroom to the unit, and the unit to the classroom, providing training in a worldwide virtual training environment. Soldiers in the field, at units, institutions, and at home will train by accessing the informational databases through the AKO. Units will select training options (resident and non-resident) based upon their need, time available to train, distance from the "on-site" training site, and other resource constraints. The Army DL Program documents and related materials are available on the Internet at <http://www-dcst.Monroe.army.mil/adlp/distancelearning/index.html>.

c. Classroom XXI. Classroom XXI focuses on the leveraging of technology to use information in a variety of ways so as to increase the Army's warfighting capability. The TRADOC Classroom XXI Installation Master Plan is available on the Internet at <http://www-dcst.monroe.army.mil/crxxi/toc.htm>.

Section III

The policy, requirements, and resourcing process

15–7. General

The Policy, Requirements, and Resourcing Process for AC and RC is displayed in Figure 15–2. Input is provided by manpower programs (Chapter 5), force structure changes (Chapters 4, 6, and 7), and resourcing actions (Chapters 9, and 10). Training activities draw Operations and Maintenance, Army (OMA) appropriation funds from Budget Activity 3 (Training), and Budget Activity 2 (General Purpose Forces). Other contributing appropriations are National Guard Personnel, Army (NGPA); Operations and Maintenance, ARNG (OMNG), Reserve Personnel, Army (RPA); and Operations and Maintenance, Army Reserve (OMAR).

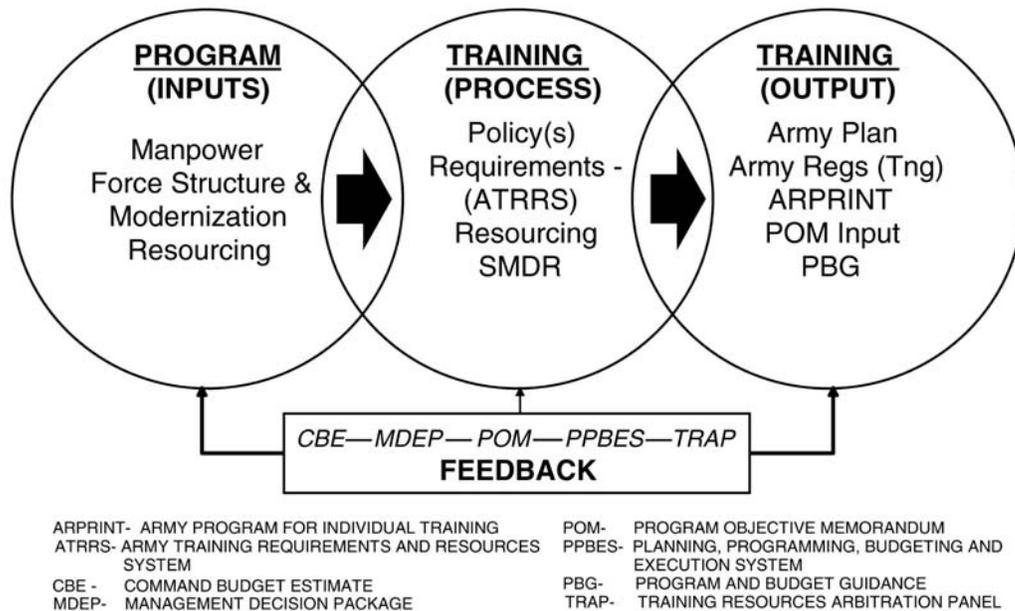


Figure 15–2. The policy, requirements, and resource process

15–8. Organization

The Deputy Chief of Staff (DCS), G–3/5/7 combines the functions of institutional and unit training and training support. The G–3/5/7 approves and manages Army military individual, collective, and modernization training and education programs. It provides the Army a single point of entry for all issues, which have training impact. Other DA staff elements which have a direct or indirect impact on the training systems are:

a. *The Assistant Secretary of the Army, Manpower and Reserve Affairs (OASA (M&RA)).* ASA(M&RA) has a training division to assist in the development, implementation, and review of policies and programs related to achieving the Army goal of effective and efficient training and education for the Army.

b. *The Assistant Secretary of the Army, (Installations and Environment) (ASA(I&E)).* Provides secretariat management for the formulation, execution, and review of policies, plans, and programs relating to the Range and Training Land Program (RTLTP); environment, safety and occupational health; the National Environmental Policy Act; and Land Use Requirements Studies.

c. *The Assistant Secretary of the Army (Acquisition, Logistics, and Technology) (ASA(ALT)).* Manages the life cycle of materiel and non-materiel items used by individuals and units in mission performance (Chapter 11).

d. *The Assistant Secretary of the Army (Financial Management) (ASA(FM)).* Formulates the Army budget, issues manpower and dollar guidance, distributes funds to commands and agencies, and monitors obligation rates and reprogramming actions (Chapter 9).

e. *Deputy Under Secretary of the Army (International Affairs).* Provides oversight for the development, coordination, and implementation of policy and programs for the Army Security Assistance Program, develops Army input to Security Assistance Programs in coordination with the Army staff, and exercises HQDA responsibility for policy concerning foreign training programs under international military education and training; foreign military sales; foreign military financing; international narcotics and law enforcement affairs; and non-proliferation, antiterrorism, demining, and related matters.

f. *DCS, G–1.* The G–1 is responsible for linking personnel readiness and training, and manages Army Training Requirements and Resources System (ATRRS), the system that supports the Army’s Program for Institutional Training (ARPRINT) management process. They manage execution year training program change requests driven by personnel readiness requirements through the Training Requirements Arbitration Panel (TRAP). The DCS, G–1 also manages

administering the manpower requirements of the pre-commissioning programs for officers (USMA, ROTC, and OCS); and training for equal opportunity, and alcohol and drug abuse (Chapter 13 and 14).

g. U.S. Army Recruiting Command (USAREC). Objective is to obtain the quantity and quality of volunteers to meet Army requirements (Chapter 13).

h. Human Resource Command (HRC). Projects training requirements for the AC, both officer and enlisted, by FY. The DCS, G-3/5/7 allocates training spaces for AC officers and enlisted based on projected unit requirements and distribution policies.

i. Human Resources Command-Army Reserve (HRC St Louis). Commands and controls all individual ready reserve (IRR) members. Provides individual training management to the IRR, both officer and enlisted (Chapter 7). It is responsible for OPMS-USAR and EPMS-USAR, and projects training requirements for USAR, both officer and enlisted, by FY. HRC St Louis allocates training spaces for USAR officers and enlisted based on projected training requirements.

j. Assistant Chief of Staff for Installation Management. Provides policy and guidance for facility engineering programs and environmental compliance, restoration, pollution prevention, conservation, environmental program management, and real property master planning; and provide direction and assistance in land acquisition in support of the Range and Training Land Program.

k. DCS, G-4. Responsible for logistics readiness of Army forces, to include supportability/maintainability of equipment in troop units (Chapter 12).

l. DCS, G-2. Responsible for Opposing Force (OPFOR) program and assisting the DCS, G-3/5/7 on intelligence training policy (Chapter 18).

m. The Army Chief of Information Operations (CIO)/G-6. Provides policy and procedural guidance for Army visual information and multimedia support. Manages the Information Management PEG which resources MACOM and installation visual information/training support center (VI/TSC) operations.

n. The Inspector General (IG). The IG will conduct Army-wide assessments of training development and training management to assess the implementation of training policy and impacts of training on readiness, sustainability, and units' ability to fight and win. Assessments will focus on training resources and provide feedback to commanders in order to promote efficiency in training.

o. Office of The Surgeon General (OTSG). Projects training requirements and allocates course spaces internal to AMEDD.

p. Chief, National Guard Bureau (CNGB). The NGB promulgates training policy for ARNG units through National Guard Regulation 350-1. CNGB also programs the resources for NG training and allocates training spaces to the State. NG unit commanders are responsible for their units' training. FORSCOM establishes training criteria and supervises training of ARNG units. Policy and guidance are contained in FORSCOM/ARNG Regulation 350-2.

q. Chief, Army Reserve (CAR). The CAR programs training resources for the Army Reserve and monitors USAR training activities. The CAR manages professional development training for USAR officers, warrant officers, and senior NCO through HR St Louis (Chapter 7).

15-9. Requirements and resourcing

a. Training Program Execution Group (PEG). As one of the Army's six Title X PEGs, the Training PEG programs approximately \$7.8B of Army resources each year. The PEG manages all aspects of training dollars within all components, individual through unit. The Training PEG has 260 Management Decision Packages (MDEP). The Training PEG is chaired by the Director of Training, ODCS, G-3/5/7 and the ASA(M&RA). MDEP managers articulate and defend resource requirements to the PEG during the building of the Program Objective Memorandum (POM). MDEP managers use various costing models to determine requirements.

b. ATRRS. ATRRS is the Army system of record for resident and DL instruction. The database maintains three major segments. They are: (1) records the Army's institutional resident and DL training programs; (2) displays class schedules, individual training seat reservations, DL site information, and; (3) course statistical information (input and graduation data). ATRRS allows resource managers to develop formal individual training requirements, resource courses (instructors), and execute training programs based on its program scheduling, reservation and statistical information. It is also capable of supporting DL mission immediate training.

15-10. Development of the Army individual training requirements

a. Development of individual training requirements. The development of individual training requirements (Figure 15-3) for the AA begins with the identification of force structure authorizations from the Personnel Management Authorizations Document (PMAD) and AA Military Manpower Program (AAMMP). PMAD is produced semiannually, usually in August and January. PMAD displays authorizations at the MOS and grade level. The AAMMP is produced monthly and contains manning data such as AA end strength, monthly recruiting requirements, and inputs to training for seven FYs.

b. Military Occupational Specialty Level System (MOSLS). Using the PMAD, the MOSLS process predicts AA (enlisted) skill requirements. MOSLS compares MOS and grade inventory, aged to the FY under consideration by

applying gain, loss, and promotion factors. The difference between the authorizations and the aged (to the FY) inventory constitutes the number of trained Soldiers, by skill, that must be produced from the training base (output). Applying training attrition rates at the skill level to the number provides the number required to begin training (input).

c. Other training requirements. Other training requirements are identified by HRC for officer and enlisted in-service personnel who require training to support professional development, reenlistment or reclassification programs, and mission requirements. Additionally, HRC solicits in-service training requirements from other MACOMs, State adjutants general, and other Services and agencies via the Total Army Centralized Individual Training Solicitations (TACITS). The TACITS survey is conducted annually. The accession-driven, in-service, and other task based training requirements are combined as total raw training requirements within the ATRRS. The ATRRS' automated databases include a list of Army task based training courses that includes length, capacity, frequency, and location. It also includes other Services' courses attended by Army personnel. The task-based requirements are translated into course requirements and become the Army's training requirements at the course level of detail by component and FY.

d. Training program development for each MOS/AOC. After the training requirements for courses are developed, the next major task in the process is the development of the training program for each MOS/AOC. The first step in establishing a training program is the SMDR, co-chaired by ODCS, G-1 and ODCS, G-3. It includes representatives from ODCS, G-1, ODCS, G-3/5/7, OTSG, TRADOC, AMC, AMEDD Center and School, HRC, FORSCOM, NGB, OCAR, USAREC, ODCS, G-4, OCE, other services, FMS, IMET, and the individual proponent school. The purpose of the SMDR (Figure 15-4) is to reach a consensus within the Army for the institutional training program for the first and second POM years and any major changes for the upcoming budget year. Additionally, the SMDR validates training requirements (soldiers to be trained in formal education/training courses), compares training requirements with schoolhouse current resource capabilities (facilities, billeting, manpower), and adjusts training requirements or training resources to form recommended training programs. The SMDR is conducted annually in October. Individual training requirements are initially established for the third POM year, validated for the second POM year (the primary focus of the SMDR), and "fine tuned" for the first POM year.

e. SMDR categorization by course. The SMDR categorizes each course. The first category is composed of those courses where the total training requirement can be trained with available resources. The second category consists of courses where the requirements exceed the resourced capability of the training base, but either resources can be provided or the requirements reduced to the resourced level without significant impact on the manning program. The third category is those courses where the requirement exceeds the capacity, requires significant resources, and cannot be reduced without significant impact on the manning program. These courses are termed "constrained." The results of the SMDR are briefed to a COC which attempts to confirm category two adjustments/resources and move as many courses as possible from category three to category two.

f. General officer steering committee (GOSC). All courses in categories two and three are then referred to a GOSC. At that meeting, the general officers take action on the recommendations of the COC. Each course remaining constrained is reviewed as to current authorizations, projected operating strength, training requirements, training capability, source of constraint, resources required to eliminate the constraint, availability of required resources, and a recommended course of action. That review results in a resourced training requirement that is called an approved training program for each course for that FY.

g. ARPRINT. After the GOSC is completed, both the training requirement and the training program are published by ODCS, G-1 in the ARPRINT. The ARPRINT is a mission document for the training base as well as the Army in terms of recruitment and professional development education. The ARPRINT identifies, by FY, projected individual training requirements for established courses and for task-based courses, where new courses are required. Based on identified training requirements, subsequent actions are taken to provide resources (manpower, money, facilities, ammunition, and equipment) to train the required number of Soldiers. The desired flow of Soldiers into the schools and training centers aids in development of class schedules to support the ARPRINT for each course. The class schedules are entered into ATRRS. TRADOC reviews the class schedules to ensure that they support the ARPRINT requirement and TRADOC scheduling policy. More information on ARPRINT is found in Chapter 17.

h. Mobilization Planning System (MPS). MPS is a subsystem of ATRRS and is designed to give training managers, at or above installation level, prompt access to information necessary to plan for implementation of the mobilization of the Army training base. MPS is used to produce the Mobilization Army Program for Individual Training (MOB ARPRINT) which provides a projection of trainee and student inputs by task based course to satisfy post mobilization requirements for trained manpower as determined by Mobilization Manpower Planning System (MOBMAN).

i. Integrated training area management (ITAM) program mission. The ITAM Program is a subset of the Army's Sustainable Range Program, which has a goal of maximizing the capability, availability, and accessibility of ranges and training land by minimizing restrictions brought about by external factors. Specifically, ITAM is the Army's formal strategy for focusing on sustained use of training and testing lands. The intent of the ITAM Program is to systematically provide a uniform training land management capability across the Army. The Army will manage its' lands in a sound manner to ensure no net loss of training capabilities and support current and future training and mission requirements. The effective integration of stewardship principles into training land and conservation management practices ensures that the Army's lands remain viable to support future training and mission requirements. ITAM establishes a systematic framework for decision-making and management of Army training lands. It integrates elements

of operational, environmental, master planning, and other programs that identify and assess land use alternatives. The ITAM Program also supports sound natural and cultural resources management practices and stewardship of land assets, while sustaining those assets to support training, testing, and other installation missions.

- (1) *The goals of the Army's ITAM Program are:*
 - (a) Achieve optimal sustained use of lands for the execution of realistic training, by providing a sustainable core capability, which balances usage, condition, and level of maintenance.
 - (b) Implement a management and decision-making process, which integrates Army training and other mission requirements for land use with sound natural and cultural resources management.
 - (c) Advocate proactive conservation and land management practices.
 - (d) Align Army training land management priorities with the Army training, testing, and readiness priorities.
- (2) *The objectives for meeting the ITAM Program goals are:*
 - (a) Determine the capacity of the land to:
 1. Sustain training and testing through diagnostic methods, models, and tools.
 2. Support assignment of the optimum type, frequency, duration and intensity of training and testing that can be conducted on a given parcel
 - (b) Identify the risks and costs associated with exceeding the capacity of the land
 - (c) Allocate training land uses, including the type, frequency, duration and intensity of use, based on the capacity of the land to sustain those uses.
 - (d) Support sustained use of land by planning, programming, and executing repair and maintenance projects and by reconfiguring and redesigning training and testing areas to meet recognized requirements.
 - (e) Educate users to prevent avoidable damage to the land and minimize unavoidable damage resulting from training, testing, and other mission activities.
 - (f) Establish a defined land condition baseline for natural and cultural resources that will be maintained through ITAM and is relevant to the installation environmental setting and mission activity.
 - (g) Monitor land and natural resources conditions and determine trends in those conditions.
 - (h) Stabilize and sustain natural and cultural resources conditions by changing type, frequency, duration, or intensity of use, or by applying adjusted levels of repair and maintenance.
 - (i) Increase understanding of Army mission training requirements by educating environmental and natural resources personnel.

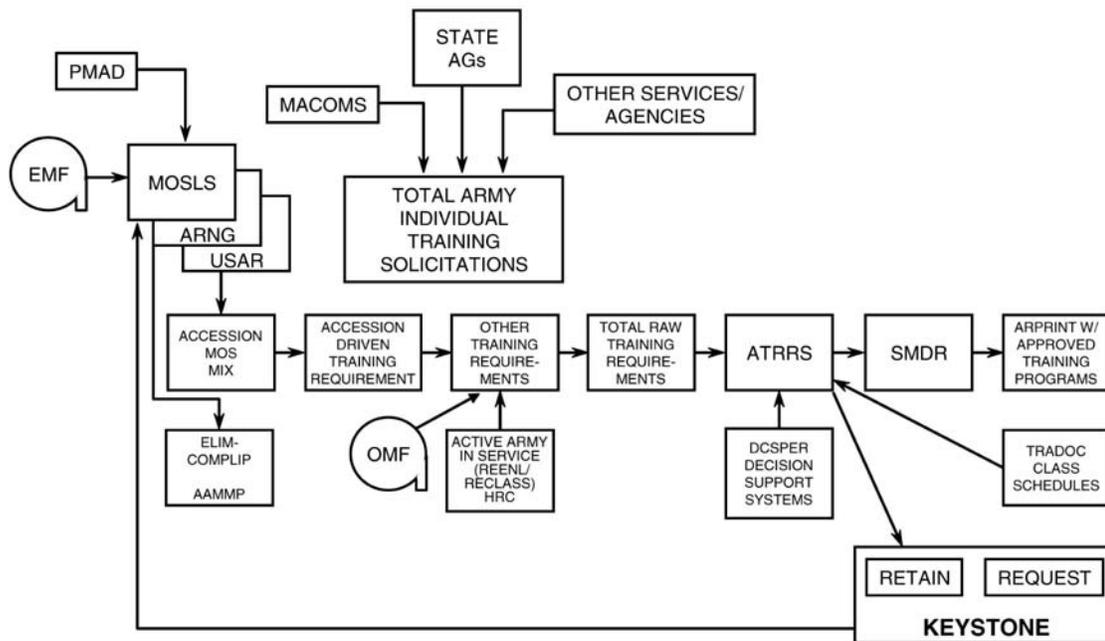


Figure 15-3. Developing training requirements and resourcing the training

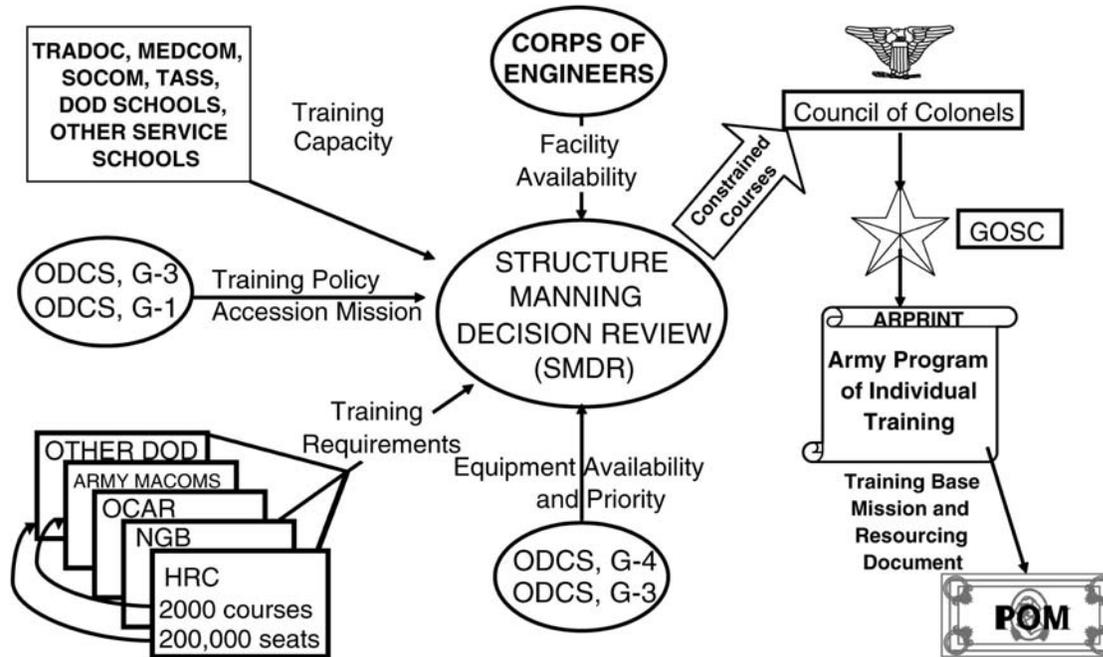


Figure 15-4. Structure Manning Decision Review (SMDR)

Section IV

Training and doctrine command (TRADOC) organization and training development systems.

15-11. Training in institutions-general

CG, TRADOC, administers training functions outlined in AR 350-1, AR 600-100, AR 140-1, and AR 10-87 and is responsible for developing training doctrine, policy and procedures for approval by HQDA. Most training in institutions (proponent schools) is managed by the TRADOC.

a. TRADOC responsibilities include, but are not limited to.

- (1) Designing Army training proponents responsible for the development of unit and individual training and the development of education and training products for approved training requirements (individual and unit);
- (2) Developing and publishing training development policy and procedures and serving as the Army’s proponent for the systems approach to Training; and
- (3) Developing education and training and providing support for individual and unit training. This responsibility includes producing education/training courses, products, and programs and determining training resource requirements such as requirements for training personnel, range, ammunition and target guidance, and training devices and facilities.

b. Serving as the Single manager for training. The single manager for training in TRADOC is the Deputy Chief of Staff for Operations & Training (DCSOPS&T). Within TRADOC, the DCSOPS&T interfaces with the Deputy Chief of Staff for Personnel, Infrastructure and Logistics (DCSPI&L); Deputy Chief of Staff for Developments(DCSDD); Deputy Chief of Staff for Doctrine, Concepts and Strategy (DCSDC&S); Deputy Chief of Staff for Resource Management (DCSRM); Deputy Chief of Staff for Command, Control, Communications, and Computers (DCSC4); Deputy Chief of Staff for Simulation and Analysis (DCSSA); and the Deputy Chief of Staff for Intelligence (DCSINT). The DCSOPS&T coordinates with HRC for management of trainee accessions.

c. DCSOPS&T. The DCSOPS&T has the following directorates and activities to manage the TRADOC training program: Individual Training Directorate (ITD), Training Development and Delivery Directorate (TDADD), Leader Development and Education Directorate (LDD), Training Operations Management Activity (TOMA), Security Assistance Training Directorate (SATD), Training Plans and Capabilities Review (TPCRD), Training Program Analysis and Evaluation (TPA&E), Personnel Proponency Directorate (PPD), TASS Directorate (TASSD), Operations, Mobilization and Readiness Directorate (OMRD), Command Provost Marshal Directorate (CPMD), and the Joint and combined

Arms Training Directorate (JCATD). The Army Training Support Center (ATSC), a FOA under the DCSOPS&T, provides training support services for the planning and integration of products and programs that support individual and collective training.

d. *U.S. Army Accession Command (USAAC)*. USAAC was established on 15 February 2002. It is a subordinate command of TRADOC. It is responsible for providing integrated command and control of the recruiting and initial military training for the Army’s officers, warrant officers, and enlisted forces. USAAC transforms volunteers into Soldiers and leaders for the Army.

e. *U.S. Army Futures Center*. The Futures Center is the Army’s leader in integration and development of future capabilities, bringing together all the Army, as well as Joint and other agencies, to manage rapid change. The TRADOC Futures Center designs, develops, and integrates into a Joint warfighting environment, from concept to capability, all aspects of the future force.

f. *HQDA*. HQDA authorizes direct communication between MACOMs and TRADOC; moreover, HQDA authorizes TRADOC to task non-TRADOC commands, schools, and agencies (except the Army Medical Department Center and School (AMEDDC&S) and the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS)) to provide specialized subject materials for instruction with the TASS. AMEDD provides training on medical tasks and JFKSWCS provides training on special operations tasks to TRADOC.

15–12. The systems approach to training (SAT)

Education and training is developed using the SAT model IAW AR 350–1. The SAT is a disciplined, iterative, logical approach to making decisions about collective, individual, and self-development training for the Army. The approach, based on the model shown at Figure 15–5, helps users decide whether or not education/training is needed. Users then apply (Table 15–1) the approach to determine what to train, whom to train, how to train, what training support and resources are required, and how to assess training effectiveness as described in TRADOC Regulation 350–70. The systems approach makes certain that critical performance requirements of the Army establish the content of training in the training base and in the fielded force. The SAT involves five training-related phases: evaluation, analysis, design, development, and implementation. SAT phase functions and requirements are as shown at Table 15–1.

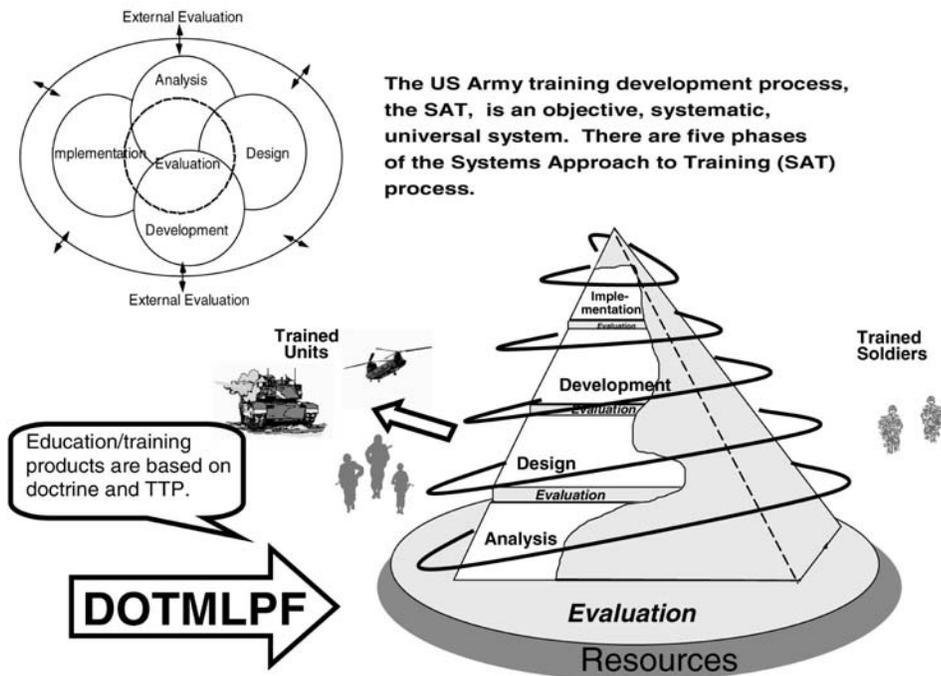


Figure 15–5. Systems Approach to Training (SAT) model

15–13. Education and training automation

The Army is creating an automated system to assist in the production, distribution, implementation, evaluation, and management of Army education and training. The foundational piece is the Army Training Information Architecture (ATIA) system that fully integrates data and information produced or used by supporting programs. This integration of information across these supporting programs provides for real-time, sharing of doctrine and education/training information between the training proponents and supported soldiers and units worldwide. These supporting programs assist in the development, distribution, management, and conduct of education/training and doctrine. Current programs are:

a. Automated Systems Approach to Training (ASAT)/Training and Doctrine Development Tool (TDDT). Provides the capability to produce education/training and doctrine products. TDDT is the next generation (web based) training developmental tool, which will replace the ASAT in all schoolhouses and other organizations producing Army education/training, i.e. contractors. This program will output standardized products like field manuals, mission training plans (MTP) (see para 15–31), drill books, courses, and soldier training publications (STP) as well as produces unlimited ad hoc outputs like task analysis matrices and Combined Arms Training Strategies (CATS) when fully programmed. This program provides an electronic staffing capability.

b. Learning Management System (LMS). This program permits the Army to manage individual training in traditional institutional settings as well as in distributed settings used to manage the implementation of individual education/training no matter where it occurs. In the distributed settings, it will allow learners to meet their distributed learning needs 24 hours a day/seven days a week (24/7). The LMS is designed to be an integrated system to support the selection, registration, scheduling, delivery, execution and recording of results for Army individual training. It maintains an education/training product catalog. The LMS will be the repository of the detailed results of individual education and training and will serve as the individual's training record, eliminating the need for cumbersome paper records and enabling worldwide, real-time electronic access by individuals, training managers and other authorized personnel in both distributed modes and resident. It draws data from the ASAT/TDDT. The LMS will replace the Automated Instructional Management System-Redesign (AIM-R), and the RDL.

c. Unit Training Management Configuration (UTMC)/Digital Training Management System (DTMS). This replaces the Standard Army Training System (SATS) for the management of unit training. It draws data from the ASAT/TDDT.

d. Digital Library: Currently called the Riemer Digital Library. This digital library stores education/training and doctrinal data. Data stored is generated by the other ATIA supporting programs. The RDL Home Page is: <http://www.adtdl.army.mil/atdls.html>.

Note. The names of programs change over the years but the replacement provides the same functional requirements.

e. Training development and training resource support systems that leverage ATIA information. These include the:

(1) Individual Training Resource Module (ITRM). Collects individual training implementation resource requirements for budgeting and POM submission. It uses ASAT/TDDT information.

(2) TD2. Used to plan for the education/training and doctrine development. It calculates the training development manpower requirements by school for building TDA and POM submission.

(3) Training Resource Module (TRM). Collects resource data for unit training which is used to build the unit training budget and the POM.

f. The Army Knowledge On Line (AKO). Soldiers and DACs have individual accounts through which they can access education, training, doctrine and other data and information.

Section V

The Army School System (TASS)

15–14. The objectives of the Army School System (TASS)

Training in schools is individual or collective training in the training base which uses approved programs of instruction and includes education/training which is structured, developed, and supported by a Service school, Service training center, or any educational institution under DOD sanction. TASS, through centers and schools, must provide recruits, NCO, and officers with a solid foundation of individual tasks and standards with which they can become fully effective members of units. The peacetime and mobilization training base is part of an overall system that produces a well-trained, modern, mission-capable Army.

15–15. The Army Training System (TATS)

A TATS course is a single course designed to train the same MOS/AOC skill level, skill qualification identifier (SQI), ASI, language identifier code (LIC), and skill identifier (SI) within the Army (see Figure 15–6). It also includes MOS qualification (MOSQ, i.e., reclassification), Army leadership, functional, professional development, and civilian courses. The course's Army structure (phases, modules, tracks, lessons, tests) and media ensure standardization by training all Soldiers (regardless of component) on course critical tasks to task performance standard

- Initial TATS Course redesign focuses on existing comparable AC and RC courses that were being redesigned.
- Basic Officer Leadership Courses (BOLC) replacing OBCs and Warrant Officer Basic Courses (WOBCs) as well as initial entry and initial active duty training (IET/IADT) (which includes Basic Combat Training (BCT), Advanced Individual Training (AIT), and one-station unit training (OSUT)) are already considered as TATS Courses as they are “one-of-a-kind” courses attended by AC/RC Soldiers at the same applicable AC training sites.

Note. Changes in the names of courses occur. For example, OBC is being redesigned and renamed as the Basic Officer Leadership Course (BOLC) I, II, and III (see Figure 15–8)

Note. All new development of training packages exported to TASS training battalions will be TATS Course training support packages (TSP).

Table 15–1 SAT Phase Functions Requirements													
SAT Phase	Requirements												
Evaluation determines how well the training takes place, Army personnel / units perform, and products support training	Evaluation reports with identified deficiencies and corrective actions. Follow-up on identified deficiencies. Validated training courses/products. Accredited training institutions IAW accreditation schedule. Certified instructors; qualified evaluators and training developers. Validated evaluation instruments. Master Evaluation Plan and supporting TD Project Management Plans as required.												
Analysis identifies— Need for training. Who gets the training. What tasks (collective and individual (including leader) tasks) and supporting skills and knowledge are critical. Note: A critical task is a collective or individual task a unit or individual must perform to accomplish their mission and duties and to survive on the battlefield and across the entire spectrum of military operations.	<p>There are different types of analysis:</p> <table border="1"> <tr> <td>Type</td> <td>Identify—</td> </tr> <tr> <td>Needs analysis</td> <td>Training solutions to the performance deficiency(ies).</td> </tr> <tr> <td>Mission analysis</td> <td>Recommendation(s) for non-training solutions to the performance deficiency(ies).</td> </tr> <tr> <td>Collective critical task analysis</td> <td>The requirement to improve training efficiency and effectiveness.</td> </tr> <tr> <td>Job analysis</td> <td>TD requirement(s).</td> </tr> <tr> <td>Individual critical task analysis</td> <td>Mission list. Critical collective task list. Supporting individual tasks (as appropriate). Collective task performance specifications. Individual tasks performed as part of the critical collective task. Command-approved critical task list for a specific job/special category. Total task inventory by job; Individual task performance data; Statistical Analysis Report; Nominated critical task list; and, Collective-to-individual task matrix. Individual task performance specifications, including task performance standard. Task analysis report. Soldier training publications (STP) task summary data. Individual-to-collective task matrix. Individual-to-skill/knowledge matrix.</td> </tr> </table>	Type	Identify—	Needs analysis	Training solutions to the performance deficiency(ies).	Mission analysis	Recommendation(s) for non-training solutions to the performance deficiency(ies).	Collective critical task analysis	The requirement to improve training efficiency and effectiveness.	Job analysis	TD requirement(s).	Individual critical task analysis	Mission list. Critical collective task list. Supporting individual tasks (as appropriate). Collective task performance specifications. Individual tasks performed as part of the critical collective task. Command-approved critical task list for a specific job/special category. Total task inventory by job; Individual task performance data; Statistical Analysis Report; Nominated critical task list; and, Collective-to-individual task matrix. Individual task performance specifications, including task performance standard. Task analysis report. Soldier training publications (STP) task summary data. Individual-to-collective task matrix. Individual-to-skill/knowledge matrix.
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Design determines— When, where and how the training takes place. Training resource requirements (instructors, equipment, ammo, ranges, facilities)	Establish unit, individual, and self-development long-range combined arms training strategies (CATS)/milestones. Establish short-range unit, individual, and self-development CATS /milestones. Design training media/TADSS. Design individual training courses. Produce student performance measurement documents, e.g., tests; exercises. Ensure all training courses and products have disclosure adjudication and application of appropriate restriction statements prior to release of training to foreign nationals.												

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Table 15-1 SAT Phase Functions Requirements—Continued	
SAT Phase	Requirements
Development produces validated training/ training products.	Write the training material, e.g., lessons plans, TSPs. Produce training media/TADSS. Validate the training material, including tests. Prepare material for reproduction. Reproduce the training material. Acquire training resources. Train instructor, training management, staff, faculty, and cadre. Prepare facilities and equipment.
Implementation executes— Standardized training at resident and unit training sites. Distribution of training products. Use of training products.	Distribute the training material. Schedule the training. Train the students/Soldiers/units. Administer the tests/exercises. Counsel students/soldiers. Conduct After-Action Reviews (AARs). Maintain student records.

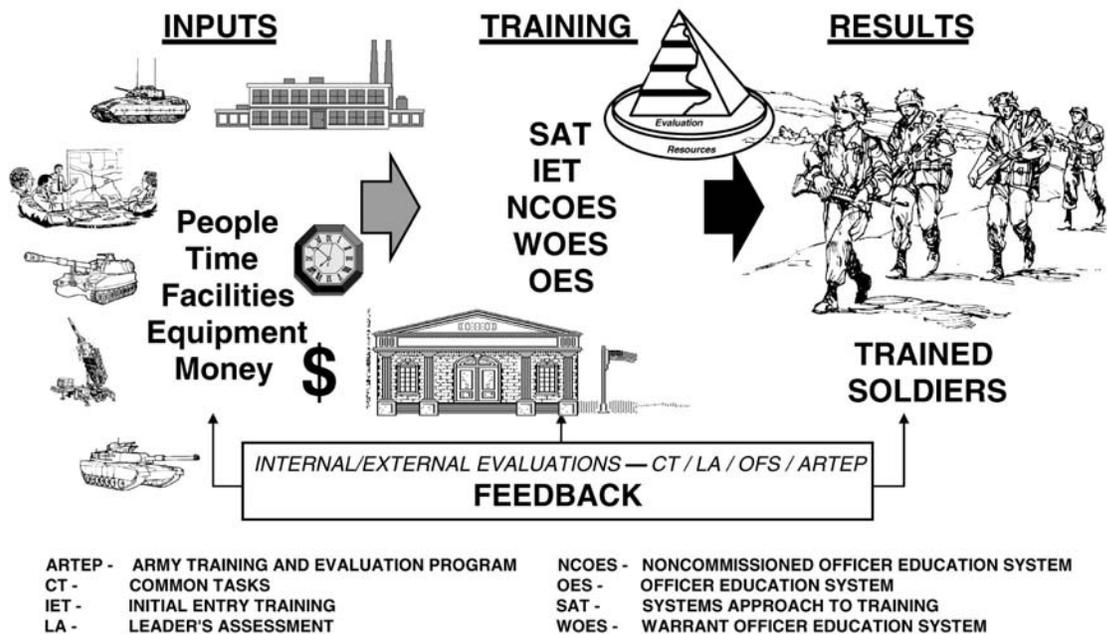


Figure 15-6. The Army Training System

15-16. Enlisted initial military training (IMT)

IMT is the introductory training given to all personnel on initial entry into the Army. It provides an orderly transition from civilian to military life, motivation to become a dedicated and productive member of the Army, introduction to the basic skills required by all members of the Army, and training to the apprentice level in those critical skills taught in the training base. At DA, the DCS, G-3/5/7 exercises general staff supervision of initial entry-level training except for AMEDD personnel. The CG, TRADOC is responsible for conducting IMT, and accomplishes that task through the CG, U.S. Army Accessions Command (USAAC)/Deputy Commanding General for Initial Entry Training (DCG, IET), the Commandants of the TRADOC schools and commanders of the U.S. Army Training Centers (USATCs). The CG,

USAAC/DCG IET focus is to ensure that IMT remains challenging, safe, relevant, realistic, and is executed to Army standards. The Army Medical Department Center and School performs this function for AMEDD personnel.

a. Basic combat training (BCT). BCT is nine weeks of training in basic military skills given to all newly enlisted personnel who have no or limited prior military service. BCT provides a logical progression of training to transition civilians into Soldiers who are well disciplined, motivated, physically fit, and proficient in basic combat survivability skills.

b. Advanced individual training (AIT). AIT occurs after completion of BCT. AIT builds on the soldierization skills acquired in BCT while developing each soldier to the level of proficiency required for the award of an MOS. Soldiers take one of two AIT paths:

- MOS training at a USATC.
- MOS training at a school.

c. One station unit training (OSUT). OSUT is conducted at one installation, in the same company-size unit, with the same cadre, and with one program of instruction. The OSUT mode is used for most combat arms MOSs (except Air Defense and Aviation) and selected combat support MOSs. OSUT integrates common skill and MOS-specific training in a single program.

d. Split training option (STO). STO permits selected individuals to enlist in the ARNG or USAR and complete Initial Active Duty for Training (IADT) in two phases separated by a period of not more than 12 months. The program is designed to attract students and seasonal workers to enlist in the ARNG or USAR by minimizing the lost time from education or employment. Figure.wmf

15–17. Noncommissioned officer training

Institutional training is the primary source of the formal military training and education NCOs receive. It is here that NCOs train to perform critical tasks and develop supporting skills and knowledge that are essential to high-quality leadership. NCOES and other functional courses make up the institutional domain of NCO leader development. It provides progressive and sequential training for NCOs through four levels of schooling: primary leader development training (required for promotion to Staff Sergeant); basic (branch) training (required for promotion to Sergeant First Class), and advanced (branch) training for promotion to Master Sergeant; and senior-level training for promotion to Sergeant Major (Table 15–2). Functional courses are generally based on specific skills required for special assignments or duties.

Table 15–2
Enlisted Training Program

Rank	Skill Level	Courses	Training Level and Location
SGM	5	SGM Course	SR (SGM Academy)
MSG/1SG	5	1SG Course	SR (SGM Academy)
SFC	4	ANCOC	Advanced (NCOA)
SSG	3	BNCOC	Basic (NCOA)
SGT/CPL/SPC	2	PLDC	Primary (NCOA)
PVT	1	OSUT (CA) or BCT/AIT (CS/CSS)	Initial Military (ATC & Service Schools)

Notes:

¹ PLDC, BNCOC, and ANCOC RC configured courses taught at ARNG academies/schools and USARF

15–18. Non-Commissioned Officer Education System (NCOES)

a. Primary Leadership Development Course (PLDC). The primary-level training course for NCOs is PLDC. This is a non-MOS-specific, field-oriented leadership course built around basic soldier skills. PLDC is taught at NCO academies throughout the Army, and training focuses on the tasks and supporting skills and knowledge needed for team-leader level of leadership responsibilities at the rank of sergeant. Completion of PLDC is required for promotion to Staff Sergeant.

b. Basic Noncommissioned Officer Course (BNCOC). BNCOC is the basic-level course of NCOES. It is taught using small-group instruction (SGI) with courses ranging from 4 to 20 weeks depending on the soldier's CMF. Training at BNCOC progressively and sequentially builds upon the instruction received in PLDC. BNCOC consist of a residence common core phase and one or more MOS/CMF phases conducted in residence and/or DL. Completion of BNCOC is required for promotion to Sergeant First Class.

c. Advanced Noncommissioned Officer Course (ANCOC). The advanced-level course of NCOES is ANCOC. ANCOC prepares NCOs to assume the duties and responsibilities needed to lead a platoon to company sized element. ANCOC consists of common hands-on and performance-oriented training in one or more MOS/CMF phases conducted

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in residence and/or DL to emphasize warfighting skills. Completion of ANCOC is required for promotion to Master Sergeant.

d. U.S. Army Sergeants Major Course (USASMC). The Sergeants Major Course (SMC) is the capstone of NCOES. It prepares selected sergeants major and master sergeants for both troop and staff assignments. SMC is a prerequisite for promotion to sergeant major and appointment to the duty position of command sergeant major. For both AC and RC NCOs, this senior-level training is obtained through a permanent change-of-station (PCS) resident course taught at the United States Army Sergeants Major Academy (USASMA), Ft Bliss, TX, or through the two-year Nonresident Course (NRC). The NRC is the primary method for RC NCOs to receive the SMC of instruction. An Army selection board selects AC NCOs. A board chaired by the CNGB chooses National Guard NCOS. Noncommissioned officer functional courses provide training for individuals selected for command sergeant major, first sergeant, and staff assignments.

15–19. Warrant officer training

The Warrant Officer (WO) Education System (WOES) established in 1993, is configured as shown in Figure 15–7. The Warrant Officer Career Center (WOCC) located at Ft Rucker, AL, is the executive agent for all common WO training. The WOCC exercises command and control over the Warrant Officer Candidate School (WOCS) as well as the Warrant Officer Staff Course (WOSC) and Warrant Officer Senior Staff Course (WOSSC).

a. Pre-appointment applicants. Applicants for pre-appointment submit their files to the respective DA MOS proponent office for determination of eligibility. The evaluation/training process of qualified applicants requires; (1) selection by a centralized selection board (USAREC and State adjutants general), and (2) successful completion of WOCS. The WOCS is a six-week course (30 training days) for AC classes and four weeks (28 training days) for RC classes that provides standardized training to WO candidates. The WOCS is taught in a high stress environment where candidates are subjectively evaluated by training, advising, and counseling (TAC) Officers and academically evaluated through written examinations. All AC and RC candidates attend WOCS in residence at the WOCC. WO candidates are appointed to WO1 upon graduation from WOCS.

b. Branch Warrant Officer Basic Course (WOBC). Immediately following WOCS, newly appointed WOs attend their branch WOBC to be certified as MOS qualified. Courses vary in length from 4 to 39 weeks depending on the technical nature of the MOS. Many WOBCs are RC-configured or may be challenged through test based alternative certification programs. Some WO certification training, such as flight training, is available only in resident mode. WOBC prepares newly appointed officers for their first duty assignments and all subsequent assignments as WO1s and CW2s.

c. Warrant Officer Advanced Course (WOAC). The WOAC focuses on advanced technical training and common leader development subjects designed to prepare officers for assignment in CW3 level positions. CW2s are eligible to attend their MOS WOAC. Active Duty List (ADL) WOs will attend the advanced course at their respective proponent school not later than one year after promotion to the higher grade. National Guard WOs complete this training prior to promotion to CW3. Army Reserve WOs not on the active list must complete this training prior to selection for CW3.

d. Warrant Officer Staff Course (WOSC). The WOSC, a four-week course at the WOCC is intended to prepare officers for assignment in CW3/CW4 level positions. These positions require broadened staff and technical skills. CW3s are eligible to attend WOSC. ADL WOs will complete this course prior to promotion to CW4. Army Reserve WOs will complete this course prior to selection to CW4.

e. Warrant Officer Senior Staff Course (WOSSC). The WOSSC is a two-week Army common training course at the WOCC intended to prepare officers for assignments in CW4/CW5 level positions. This course provides the most senior Army WOs with broad “how the Army runs” knowledge to operate effectively at the highest organizational levels of the Army. CW4s are eligible to attend the WOSSC. ADL WOs will complete this course not later than one year after promotion to CW5. National Guard WOs must complete this course prior to promotion to CW5. Army Reserve WOs will complete this course prior to promotion to CW5.

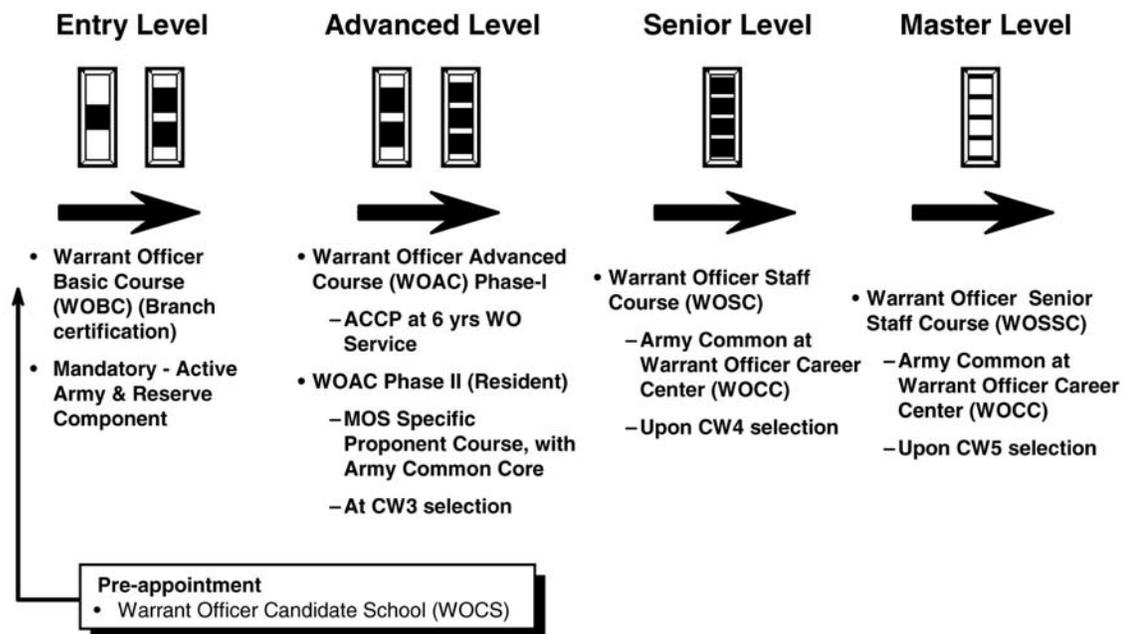


Figure 15-7. Warrant officer education system

15-20. Officer education system (OES)

The Army strategic OES objective is to develop more capable, confident leaders through continuous investment in personal growth and professional development throughout their careers. The Army intends to achieve this objective by improving and sustaining leader development through an experientially based education and training model enabled by increased leveraging of technological capabilities. The changes to the OES are based on the recommendations of The Army Training and Leader Development Panel (ATLDP) officer study published in May 2001. The Army leadership recognized that it must transform its education system in order to train and educate the leaders who will command and control the Future Force. The Army has decided to implement changes in the institutional training and education programs for lieutenants, captains, and majors. The Basic Officer Leader Course (BOLC) which consists of three phases will ensure a tough, standardized, small-unit leadership experience that flows progressively from pre-commissioning (BOLC I) to the initial entry field leadership experience (BOLC II), and then to branch technical/tactical training in BOLC III.

a. Pre-commissioning training and education. Pre-commission training, conducted at USMA, ROTC or OCS programs is known as BOLC I. These tasks are common to all cadets and completed prior to the commissioning of officers in the Army.

b. Lieutenants' training. Lieutenants' training consists of the Basic Officer Leader Course (BOLC II, Experiential Leader Training), a common skills course for all officers. BOLC II is a rigorous six-week, branch immaterial course in small-unit leadership and tactics designed to challenge officers physically and mentally. Forts Benning, Bliss, Knox, and Sill will host officers training in this phase. BOLC III (Branch-Specific Training) now known as the OBC is conducted by the officer's basic branch school will be branch specific, will be taught at the appropriate TRADOC schoolhouse or training center and will range from six to 14 weeks. OBC/BOLC III and its relationship to other officer training is shown in Figure 15-8. BOLC will be fully implemented by FY06.

c. Captains' training. Training for captains consists of the Captains' Career Course (CCC).

(1) The CCC facilitates Life-Long Learning through an educational experience that emphasizes leader competencies, integrates Captain's operational experiences with their institutional experience, and facilitates self-development. It provides captains an opportunity to learn the leader, tactical, and technical tasks and supporting skills and knowledge needed to lead company-size units and serve on battalion and brigade staffs. The CCC includes common core and branch-specific tactical and technical instruction and branch-immaterial staff process professional development training.

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CCC leverages DL technology to provide lesson courseware that accompanies and compliments resident instruction, providing flexibility to the officer in completing the course as well as a reach back capability that remains available to the CCC graduate in future assignments. CCC branch-immateral staff process training includes digitization training on tactical sub-systems that are part of the Army's digitized command and control systems. Using battalion, brigade, division, and installation scenarios involving single service, joint service, and combined environments, captains learn to function as staff officers by analyzing and solving military problems, communicating, and interacting as members of a staff. Through a broadened understanding of Army operations, organizations, and procedures, incorporating lessons learned from current and/or most recent operations, students complete scenario-based exercises emphasizing the processes of problem analysis, solution development, and staff officer coordination.

(2) Future Captains professional military education (PME) will be a change from the current six-month model and will feature: company command and staff competencies; branch and combined arms focus; linkage to next duty assignment; introduction to joint operations; digital skills; knowledge and application-based instruction; leveraging learning technologies; less than six months in length. The end state will be a PME that prepares captains for their next jobs, who are tactically and technically proficient to meet the leader demands on the COE. The method of instruction is being redesigned to give a realistic, hands-on experience to stimulate better recall during all situations, most importantly in a combat environment.

d. Field grade training. Training for field grade officers consists of ILE or equivalent, battalion and brigade Pre-Command Course (PCC), Senior Service College (SSC), and other resident and nonresident functional training, as required.

(1) *Intermediate Level Education (ILE).* ILE is the Army's formal education program for majors. It is a tailored resident education program designed to prepare new field-grade officers for their next 10 years of service. It produces field grade officers with a warrior ethos and a joint, expeditionary mindset, who are grounded in warfighting doctrine, and who have the technical, tactical, and leadership competencies to be successful at more senior levels in their respective career fields. ILE consists of a common core phase of operational instruction offered to all officers and tailored education phase (qualification course) tied to the technical requirements of the officer's branch or functional area. Completion of the three-month common core ILE course results in Intermediate Staff College (ISC) and Joint Professional Military Education (JPME) 1 designations.

(a) The common core course is a 13-week military education level MEL-4 awarding course (similar to term I of the Command and General Staff College (CGSC)) and is taught by the CGSC to officers in the four career fields. This course provides Army officers a common, MEL-4 education and Joint Professional Military Education (JPME)-I credit.

(b) A 28-week qualification course (similar to terms II and III of CGSC) is being developed by CGSC for officers in the operations career field. Each functional area (FA) officer in the other three career fields will attend individual qualification courses ranging from two to 178 weeks in length. Qualification courses prepare officers for duties in their respective career fields or FA.

(2) *The Advanced Military Studies Program (AMSP).* AMSP is a yearlong resident course taught by the School of Advanced Military Studies (SAMS) at the US Army Command and General Staff College. The AMSP provides the Army and the other services with specially educated officers for command and general staff positions at tactical and operational echelons. The program provides its graduates an advanced education in the military arts and sciences, focused at the operational level. The program provides training in the practical skills needed to plan and conduct battles, major operations and campaigns and in adapting doctrine and techniques to the changing realities of war. Participants must be ILE-qualified, resident students in ILE, or attending sister service resident programs.

(3) *Pre-Command Course (PCC).* AC and RC commanders selected for battalion and brigade command attend the PCC prior to assuming their assignments. Officers attend a one to two-week course conducted by their branch. Here, the command designees receive necessary branch technical and tactical training. The designees then attend a one-week course conducted at Ft Leavenworth, KS that includes command team training for the commander and spouse. Selected command designees are then enrolled in the two-week Tactical Commanders' Development Program, a course that focuses on synchronization on the battlefield. Designees may also attend legal, logistics, and language training as their requirements dictate.

(4) *Army War College.* The Army War College prepares officers for senior leadership in the Army, Defense, and related departments and agencies by professional military education in national security affairs, with emphasis on the development and employment of military forces in land warfare. The resident course lasts 44 weeks. Its parallel is a corresponding studies version that takes two years and includes two two-week resident phases. Graduates are granted Masters Degrees in Strategic Studies.

e. General officer training. General officer training has historically not been formalized. Preparation has been through varied assignments over the course of a career. General officer training now consists of various functional and assignment-specific courses. Initiatives to institutionalize training (some as a result of the Professional Development of Officers Study) include: (1) The "CAPSTONE" seven-week course through the National Defense University, which includes visits to MACOMs and Services to enhance understanding of key factors influencing planning for and employment of U.S. forces in joint and combined operations; (2) Brigadier General transition ("charm school"), eight days; (3) Army Force Management GO/SES Course; (4) Leadership Development Program through several accredited

civilian institutions; (5) Division/Assistant Division Commander Course at Fort Leavenworth, one week; and (6) Joint Force Land Component Commander Course conducted by the U.S. Army War College at Carlisle Barracks, one week and (7) Joint Warfighting Course conducted jointly by the U.S. Army War College and Air War College at Maxwell AFB, two weeks, on campaign planning and employment of Services and joint forces.

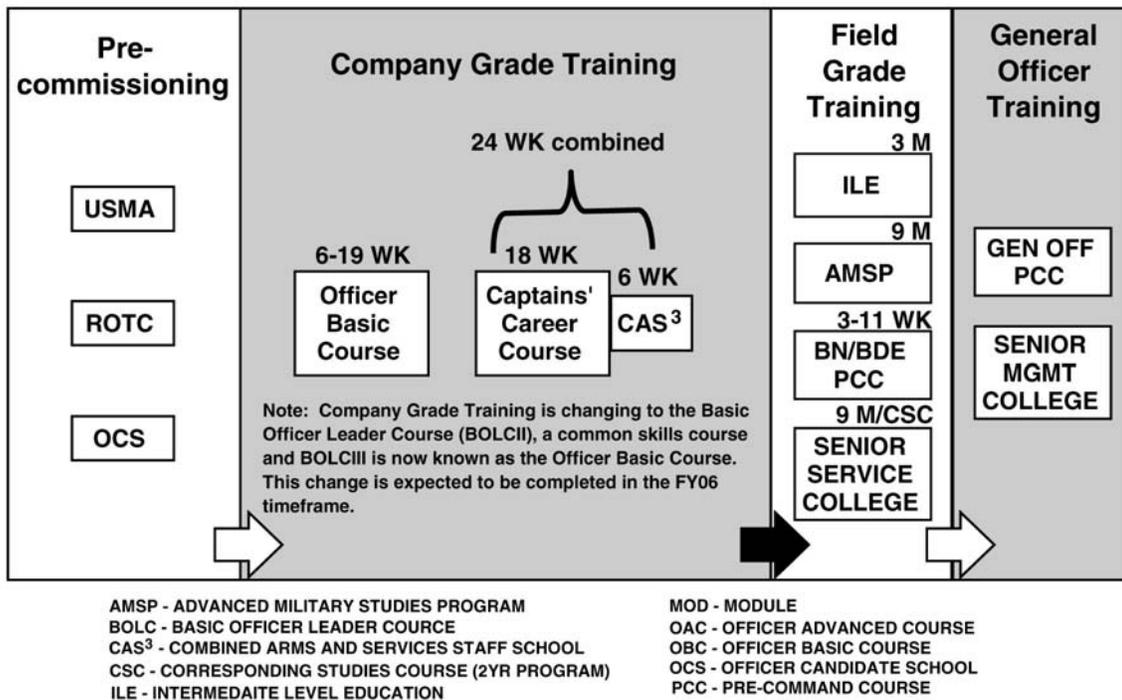


Figure 15-8. Officer education system

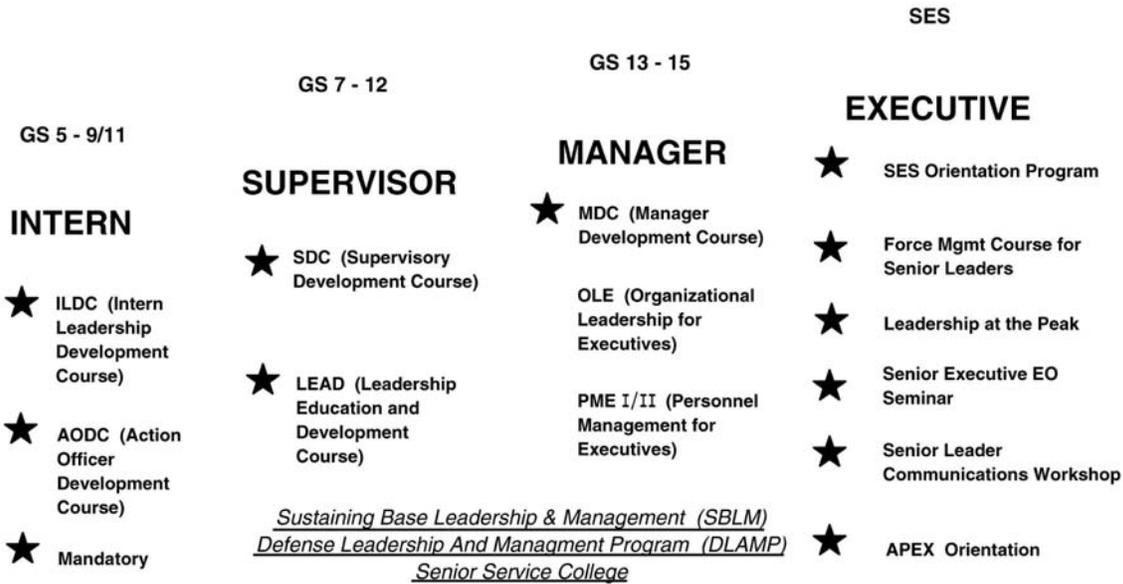


Figure 15–9. Current civilian education system (CES)

15–21. Civilian education system (CES)

a. The current civilian education system, the Army Civilian Training, Education, and Development System (ACTEDS), was established in the mid-1980’s to provide an orderly, systematic approach to technical, professional, and leader development training and education similar to the military system. Although ACTEDS primarily focuses on knowledge, skills, and abilities associated with functional career paths from the intern to the executive levels, it is used most effectively as a guide for developing entry-level interns. While ACTEDS plans provide detailed development paths for both functional specialists and leaders in the Army’s 22 career programs and some career fields, it only reaches about 30% of the civilian population.

b. Civilian leader development core courses common to all career programs and ACTEDS plans are depicted in Figure 15–9.

c. Recognizing the need to assess the state of the Army and improve training and leader development, the Chief of Staff of the Army (CSA) directed a series of ATLDP Studies in 2001. The ATLDP–Civilian Study substantiated the need for change in civilian training and leader development. The civilian study concluded that, unlike leader development systems for Officers and NCOs, the Army has no well-developed, integrated, or systemic approach for developing civilian leaders. Today, like their uniformed counterparts, Army civilians must be well trained, motivated, and forward thinking to meet the challenges of the 21st century.

d. As a result of the ATLDP–Civilian findings, TRADOC was directed to develop a CES to provide enhanced training and education opportunities for Army civilians comparable to the OES, WOES, and NCOES. This transformation of civilian training and education will align uniformed and civilian leadership development training and education and enable Army civilians to contribute to their fullest potential. As a consequence of systematic development, Army civilians will become more competent and confident as leaders who are self-aware and highly adaptive, embrace life long learning, and are capable of meeting the challenges of the future operational environment.

e. CES is a systematic means of developing Army civilian leaders who possess the knowledge, skills, and abilities appropriate to their levels of responsibility, including critical thinking, effective communications, and interpersonal skills; who understand and display Army values and professionalism; and who exhibit creativity and innovation in a joint, interagency, and multinational environment. Just as their uniformed counterparts, civilian leaders also must be adaptive, innovative, and self-aware.

f. CES will develop new curriculum (Figure 15–10) and capitalize on existing programs/courses to create three

distinct levels of leadership education. In addition to an orientation course delivered via DL for all newly appointed DA civilian employees, three levels of leadership training— Basic, Intermediate, and Advanced Courses—will include both resident and non-resident instruction to achieve essential learning outcomes.

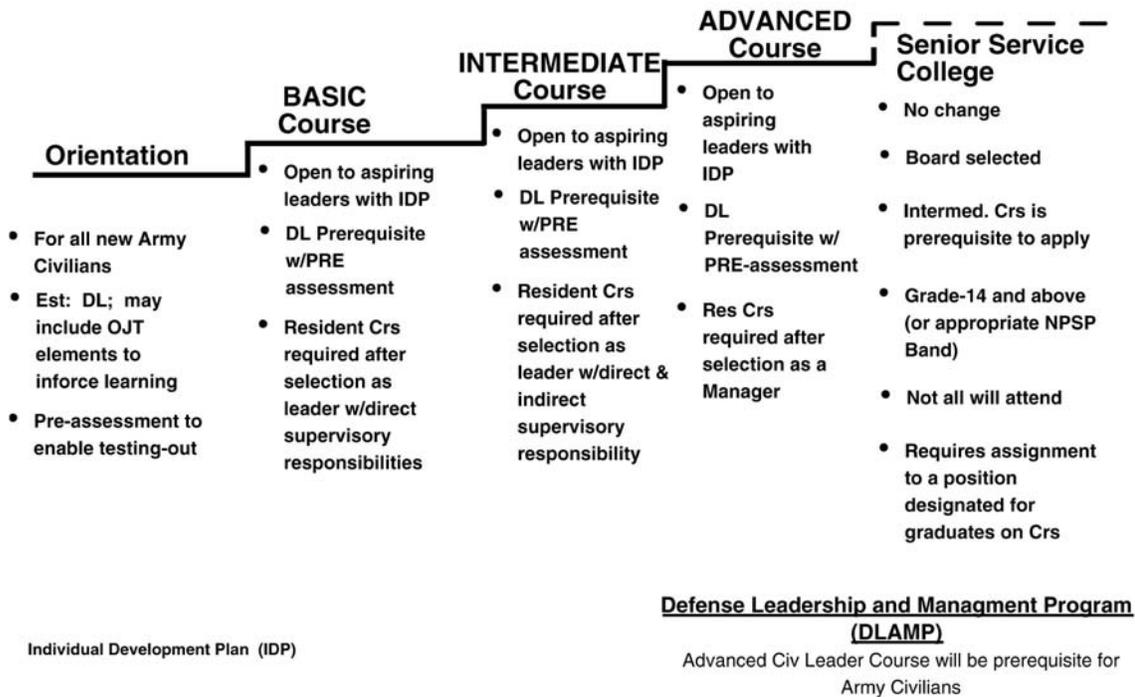


Figure 15–10. Proposed CES Leader Development Core Courses

g. CES will be implemented in phases to meet ATLDP–Civilian Study goals and objectives. Phase 1 (FY05) will include the modification of existing leader development civilian courses currently funded and will focus on the institutional domain of the leader development triad only. Phase 2 (FY06) includes modification of existing DL training, and Phase 3 (FY06–07) includes creating new DL/resident training. Future CES development will address the other domains of the triad (operational and self-development) and integrate functional training and education on an individual career field basis.

15–22. Self-development training

Learning is a lifelong process. Institutional, organizational, and operational training alone cannot provide the insight, intuition, imagination, and judgment needed in combat. The gravity of our profession requires comprehensive self-study and training. In no other profession is the cost of being unprepared so high. Soldiers and leaders at all levels continually study our profession in preparation to fight and win our Nation’s wars. This requires commanders at all levels to create an environment that encourages subordinates to establish personal and professional development goals. Further refinement of those interests should occur through personal mentoring by commanders and first line leaders. Applications of battle-focused officer and NCO professional development programs are essential to leader development. Exploiting reach-back, distributed learning, and continuing education technologies support these programs. Self-development is continuous and should be emphasized in both institutional and operational assignments. Successful self-development requires a team effort. Self-development starts with an assessment of individual strengths, weaknesses, potential, and developmental needs. Commanders and leaders provide feedback to enable subordinates to determine the reasons for their strengths and weaknesses. Together, they prioritize self-development goals and determine courses of action to improve performance. Self-development is—

- A planned process involving the leader and the subordinate being developed. It enhances previously acquired skills,

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knowledge, behaviors, and experience; contributes to personal development; and highlights the potential for progressively more complex and higher-level assignments. Self-development focuses on maximizing individual strengths, minimizing weaknesses, and achieving individual development goals.

- Initial self-development is very structured and generally narrow in focus. The focus broadens as individuals understand their strengths and weaknesses, determine their individual needs, and become more experienced. Each soldier's knowledge and perspective increases with experience, institutional training, and operational assignments. It is accelerated and broadened by specific, goal-oriented self-development actions.

15–23. Mobilization training base

The mobilization-training base is tasked to ensure that Soldiers arrive in-theater, ready to fight as teams or individual replacements. It must provide combat-ready Soldiers who are proficient in those skills that ensure their immediate contribution and survival as members of teams/crews/units in a theater of operations. A detailed process for the execution of the mobilization training base is discussed in Chapter 6 (Planning for Mobilization and Deployment).

a. Levels of mobilization. The training base will accomplish its task by planned expansion geared to varying levels of mobilization. During Presidential Reserve Call Up (PRC) and partial mobilization, existing USATCs and Service Schools are augmented by elements of USAR Divisions (institutional training). Reserve Reception Battalions are also activated during phased mobilization to augment reception stations. USAR assets scheduled to expand or augment the training base are under the peacetime control of USARC, but placed under the command of TRADOC during the establishment and execution of the mobilization training base. Primary planning emphasis for mobilization expansion of the training base is on partial mobilization, with pre-deployment MOS/AOC certification of mobilized IRR members the primary mission.

b. PRC and partial mobilization. During PRC and Partial Mobilization, all peacetime training programs continue, with the IRR in-processing certification training mission being added.

c. Mobilization planning guidance. Detailed planning guidance for mobilization is contained in the Army Mobilization and Operation Planning and Execution System (AMOPES) and TRADOC Mobilization and Operations Planning and Execution System (TMOPES).

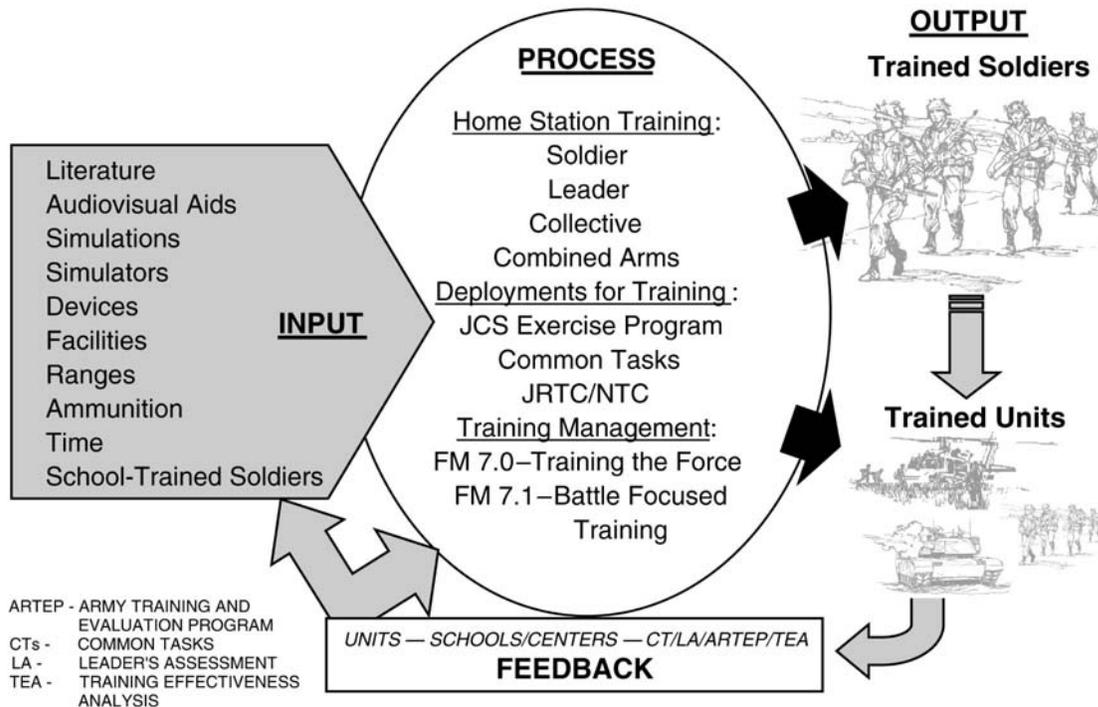


Figure 15–11. The forces training system

Section VI Training in units

15–24. General

Training in units includes individual and collective systems-oriented training in units, combined arms and support training, joint and combined operations and interoperability training, and training in the TDA Army. A model of the system is at Figure 15–11. The Army training mission is to prepare Soldiers, leaders, and units to deploy, fight, and win in combat at any intensity level, anywhere, anytime. The training focus is on the Army's wartime missions and the unit's specific METL. The Army's program for training in units is explained in FM 7–0, *Training the Force*, and FM 7–1, *Battle-Focused Training*. Unit training management is accomplished using UTMC. This replaces the Standard Army Training System (SATS) for the management of unit training.

15–25. Organization for training in units

a. TRADOC. TRADOC is responsible for conducting initial-entry training, developing combat-leader training, and supports unit training to include doctrinal and training literature, and TADSS. Additionally, TRADOC provides guidance for ranges, targets, and ammunition.

b. ATSC. ATSC, a TRADOC FOA located at Ft Eustis, VA, is the Army's headquarters for the management and distribution of training support products. The mission of ATSC is to manage the production, procurement, warehousing, and delivery of individual and collective training support products.

c. Troop units. FORSCOM; USAREUR; EUSA; USARSO; USASOC; and USARPAC. All are tasked to organize, equip, station, train, and maintain the readiness of assigned units.

d. U.S. AMC. The training mission for AMC is directed toward specialized training of personnel in the materiel area, to include planning for and conducting NET in coordination with FORSCOM, TRADOC, and other field commands. AMC is further tasked to assist TRADOC and FORSCOM on matters associated with supply and maintenance concepts, doctrine, training and individual and collective training products. The education and training products produced must be IAW TRADOC policy.

e. The U.S. Army Medical Command (USAMEDCOM). USAMEDCOM provides health services for the Army in CONUS, Panama, Alaska, Hawaii, and U.S. territories in the Pacific, and professional education and training for AMEDD and other personnel as directed. The AMEDD center and school is responsible for the execution of the training management function for the AMEDD. It provides training and education to all AMEDD personnel, on a worldwide basis and provides standardized TSPs on common tasks for use throughout the Army.

15–26. Training of soldiers and leaders in units

a. There are 10 principles of training. • Commanders are responsible for training.

- NCOs train individuals, crews, and small teams.
- Train as a combined arms and joint team.
- Train for combat proficiency.
- Realistic conditions.
- Performance-oriented.
- Train to standard using appropriate doctrine.
- Train to adapt.
- Train to maintain and sustain.
- Train using multi-echelon techniques.
- Train to sustain proficiency.
- Train and develop leaders.

b. Commanders are responsible for training. Commanders are responsible for the training and performance of their soldiers and units. They are the primary training managers and trainers for their organization, are actively engaged in the training process, and adhere to the 10 principles of training. To accomplish their training responsibility, commanders must—

- Be present at training to maximum extent possible.
- Base training on the METL.
- Train to applicable Army standards.
- Assess current levels of proficiency.
- Provide the required resources.
- Develop and execute training plans that result in proficient individuals, leaders, and units.

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c. Commanders. Commanders delegate authority to the NCOs in the support channel as the primary trainers of individuals, crews, and small teams. Commanders hold NCOs responsible for conducting standards-based, performance-oriented, battle-focused training and provide feedback on individual, crew, and team proficiency.

d. NCOs train individuals, crews, and small teams. NCOs continue the soldierization process of newly assigned enlisted soldiers, and begin their professional development. NCOs are responsible for conducting standards-based, performance-oriented, battle-focused training. They—

- Identify specific individual, crew, and small team tasks that support the unit's collective mission essential tasks.
- Plan, prepare, rehearse, and execute training.
- Evaluate training and conduct AARs to provide feedback to the commander on individual, crew, and small team proficiency.
- Senior NCOs coach junior NCOs to master a wide range of individual tasks.

e. Train as a combined arms and joint team. The Army provides a JFC with trained and ready forces that expand the command's range of military options in full spectrum operations. Army commanders tailor and train forces to react quickly to any crisis. Army forces provide a JFC the capability to—

- Seize areas previously denied by the enemy.
- Dominate land operations.
- Provide support to civil authorities.

f. Army forces seldom operate unilaterally. Joint interdependence from the individual, crew, and small team to the operational level requires training to develop experienced, adaptive leaders, Soldiers, and organizations prepared to operate with joint, and multinational forces and to provide interagency unity of effort. The fundamental basis for the organization and operation of Army forces is combined arms. Combined arms is the integrated application of several arms to achieve an effect on the enemy that is greater than if each arm was used against the enemy separately or in sequence. Integration involves arrangement of battlefield actions in time, space, and purpose to produce maximum relative effects of combat power at a decisive place and time. Through force tailored organizations, commanders and their staffs integrate and synchronize the battlefield operating systems (BOS) to achieve combined arms effects and accomplish the mission.

15–27. Soldier training publications (STP)

STPs consisting of soldier's manuals and training guides support this training in units.

a. STP. STPs support training of common, shared, and branch-specific individual critical tasks in the unit. Each task summary describes the minimum acceptable standard and the operational conditions under which the task must be performed, lists the references Soldiers need to master the task, and provides a guide to assess hands-on performance. Proponent schools develop branch-specific STPs that provide conditions, standards, and performance information to support training and evaluation of tasks at each skill level. These are also available in digitized format on the digital library. The Army publishes two Soldier's Manuals of Common Tasks (SMCT) that provide similar information for the Skill Levels 1–4 common tasks. These are tasks that Soldiers must be able to perform to fight, survive, and win on the battlefield.

b. Training Guide (TG). The TG is a tool to guide the unit trainers and individual Soldiers in establishing an individual training plan. The TG includes the career development model (job specific) with the long-range training strategy for the CMF, the short-range training strategy for each included skill level, and the self-development strategy for each skill level. It also includes cross training strategy (if appropriate). See Figure 15–12.

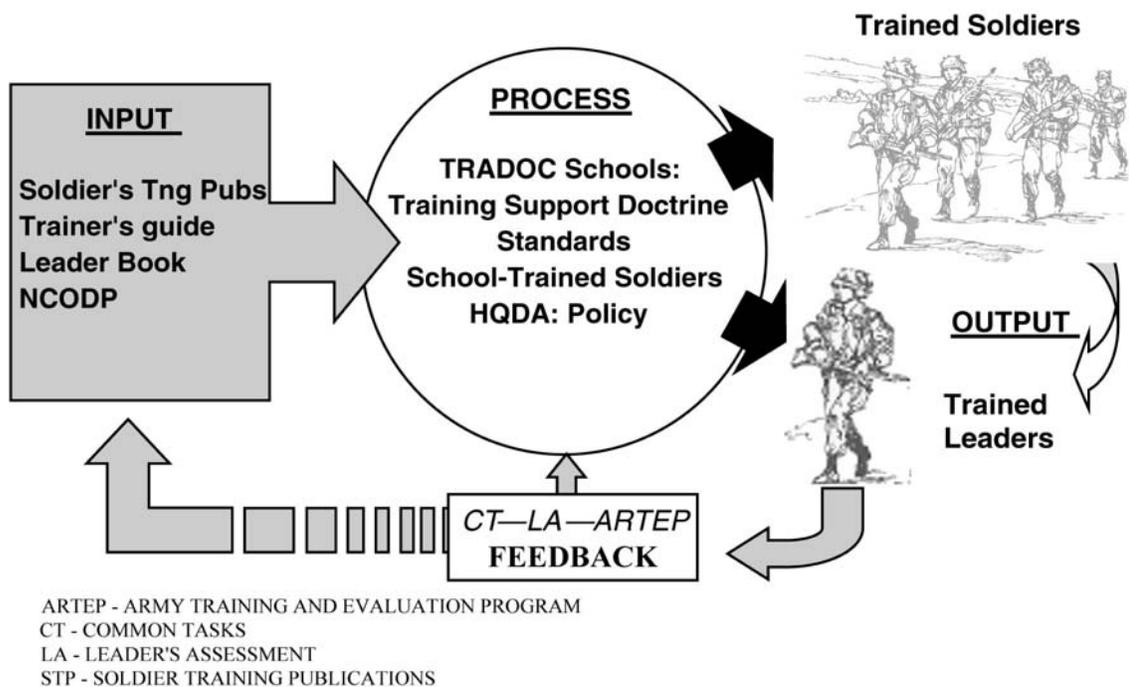


Figure 15-12. System for individual training in units

15-28. Collective training

Collective training refers to developing in a group of Soldiers those interdependencies and teamwork that go to make up team performance. The terms “collective training” and “unit training” cannot be used interchangeably. Unit training includes collective and individual training (the training of Soldiers and leaders). The primary features of collective training are that it is decentralized and performance-oriented. Performance-oriented collective training is training units to do the same tasks or missions that they will do in wartime, and to do them well enough to ensure success on the battlefield. The performance objective is the basis of the performance-oriented approach. Training is conducted to attain the objective. Included within the training objective are the tasks, conditions, and evaluation standards. The standards are used to determine the unit’s ability to accomplish the task and are measured in GO/NO GO terms. The evaluation is designed to be used to develop timely remedial training programs. The units are provided with training products to assist in this training. The primary products are: MTPs, Drills, Exercises, Unit Training Support Packages (TSPs), CATS, Short-range unit training strategies, and simulations.

15-29. Risk management

The training mission cannot be considered fully successful if it is not accomplished safely. The principles of integration and risk management have special relevance to the training situation. Commanders must integrate safety as a training management factor from the moment the mission is defined and the METL is developed. When safety is realistically integrated in training, the benefits extend to the garrison environment, off-duty activities, and most importantly, to the combat arena. Leaders at all levels conduct risk assessment prior to each collective and unit training event.

15-30. Army training and evaluation program (ARTEP)

Using ARTEP manuals, which include battle drills and MTPs, commanders evaluate and develop collective training based on unit weaknesses, then train to overcome those weaknesses and reevaluate. During training, the unit leadership continuously evaluates the performance of individuals and units against the prescribed standards. This “train-evaluate-

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train” philosophy acknowledges that observed deficiencies are noted by the commander and become the focus of follow-on training.

15–31. Mission training plans (MTPs) and drills

There are MTPs for each type TOE platoon, company, battalion, combined arms task forces, and brigade, division, and corps staffs. The MTPs provide a clear description of “what” and “how” to train to achieve critical wartime mission proficiency for each unit echelon. Each MTP contains mission outlines, sample situational and field training exercises (STXs and FTXs), and comprehensive detailed training and evaluation outlines. MTPs provide other training management aids such as leader tasks, resource requirements, and evaluation methods. Included are matrices linking collective tasks to missions, references to collective tasks, drills/ collective tasks to individual tasks, and STXs to missions. The MTP is based on the training principles listed in FM 7–1, *Battle Focused Training*. The products are also available in digitized format in the digital library.

15–32. Combat training center (CTC) program

a. Mission. The CTC program provides realistic joint and combined arms training, according to Army and joint doctrine, approximating actual combat. The CTC Program—

- Provides commanders, staffs, and Soldiers an operational experience focused on leader development.
- Produces bold, innovative leaders through stressful tactical and operational exercises.
- Increases unit readiness for deployment and war fighting.
- Embeds doctrine throughout the Army.
- Provides feedback to the Army and joint participants to improve war fighting.
- Provides a data source for lessons learned to improve Doctrine, Organizations, Training, Material, Leadership, Personnel, and facilities (DOTMLPF) domains to win in combat.

b. Rigor. During a CTC experience, commanders will fight with the equipment they would expect to take to war during their command tenure.

- Train to standard.
- Conduct doctrinally based AARs focused on performance, which enable soldiers and leaders to discover for themselves what happened, why it happened, and how to sustain strengths and improve weaknesses.
- Stress all BOSs in decisive ground combat operations.
- Provide a freethinking, opportunities-based, OPFOR with an equal chance to win.
- Develop tactical scenarios where the outcome is not assured.
- Ensure consequences of tactical decisions are fully played out.
- Retrain to underscore the unit’s adherence to standards and mastery of the task. (Retraining is not an indication of failure.)

(1) *Battle Command Training Program (BCTP)*. BCTP, located at Ft Leavenworth, KS, is the Army’s capstone CTC. BCTP supports realistic, stressful training and leader development for Army Force/ASCCs and corps, division, and brigade commanders and their staffs to assist the Chief of Staff, United States Army (CSA), in fulfilling his obligation to provide trained and ready units to win decisively on the modern battlefield and to conduct contingency operations worldwide. BCTP conducts computer-assisted command post exercises at the mid-to-high intensity level of combat. The BCTP also provides a vital source of experience-based information and data essential to DOTMLPF to improve the Army and supports contingency operations and deployed unit training.

(2) *Combat Maneuver Training Center (CMTC)*. CMTC, in a forward deployed environment at Hohenfels, Germany, provides realistic joint and combined arms training focused on developing Soldiers, leaders, and units for success on current and future battlefields. CMTC trains up to a task organized brigade combat team and selected division maneuver assets across the entire spectrum of conflict from high-intensity combat to stability and support operations. It also provides DOTMLPF feedback to improve the Army.

(3) *Joint Readiness Training Center (JRTC)*. JRTC, at Ft Polk, LA, provides realistic joint and combined arms training focused on developing Soldiers, leaders, and units of our nation’s joint contingency forces for success on future battlefields. JRTC trains up to a task organized brigade, selected division maneuver assets, special operations forces, and selected multi-echeloned combat support and combat service support to conduct and rehearse combined arms operations across the spectrum of conflict from mid-intensity to stability and support operations. Training occurs under tough, realistic, combat like conditions across a wide range of likely tactical operations and mission rehearsal exercises capable of full integration into higher level exercises and scenarios. It also provides DOTMLPF feedback to improve the Army.

(4) *National Training Center (NTC)*. NTC, at Ft Irwin, CA, provides realistic joint and combined arms training focused on developing Soldiers, leaders, and units of America’s Army for success on the 21st-century battlefield. The NTC trains up to a task-organized brigade and selected division maneuver assets to conduct and rehearse combined

arms operations across the spectrum of conflict from high intensity combat to stability operations. It also provides DOTMLPF feedback to improve the Army.

c. Centers of excellence. Each CTC will be a center of excellence with a specific war fighting focus across the spectrum of conflict. BCTP concentrates at the major theater war level. CMTC and NTC concentrate between the major theater war and small-scale contingency. JRTC concentrates at the small-scale contingency level. Each CTC will have a degree of full-spectrum capability commensurate with its primary focus on the spectrum of conflict. Training will not be less rigorous or realistic as the Army moves to a contemporary operational environment (COE). The degree or difficulty will be calibrated based on entry-level skills. OPFOR will have full-spectrum capabilities that can be adjusted to satisfy METL-linked training objectives and blue force (BLUFOR) training outcomes.

d. Goals for throughput. AC corps and division commanders will execute a BCTP exercise during their first year in command. AC maneuver brigade and battalion commanders will execute a maneuver CTC rotation as early as possible in their command tenure. Maneuver brigades in Korea will receive battle command and battle staff training (BCBST) every 2 years. The goal for ANG eSB is to have a maneuver CTC experience every 7 to 8 years, BCBST experience every 2 years, and BCTP experience at division level when preparing for operational commitments. Participation in joint exercises is not a substitute for a BCTP requirement unless approved by the CSA. JSCP units receive priority for BCTP war fighters.

15–33. Unit training management

The Army must prepare to cope with the future demands of the year 2005 and beyond. Constrained resources, force restructuring, the introduction of new doctrine and organizational concepts related to it, and the continuing requirement for individual training in the unit will complicate training management. Effective training programs and exercises must be designed to get the most use from available resources.

a. Training management. Training management is the process commanders and their staffs use to plan training and to identify the related resources needed to conduct and evaluate training. It involves all echelons and applies to every unit in the Army regardless of strength, mission, organization, or equipment. Training management must work in unison with other unit programs to achieve the common goal—a well-trained unit. FM 7–0, *Training the Force*, has application for leaders at all levels and for every type organization. The principal focus is on AC and RC battalion equivalent and higher-level commanders, their command sergeants major, and staff. TRADOC has developed FM 7–1, *Battle-Focused Training*, which complements FM 7–0, *Training the Force* on the importance of battle focus in training and applies to battalion and company Soldiers, leaders, and units. This FM provides practical “how to” guidelines for officers and NCOs, including techniques and procedures for planning, executing, and assessing training.

b. Army training management publications. The FM 7 series manuals, TRADOC Pam 350 series pamphlets, and AR 350–41, *Training in Units* establishes the system and policy for Army unit training management. The manuals provide commanders with a management system they can use to plan training; take necessary resource actions; and evaluate Soldier and unit proficiency, training, and training management. They describe long-range, short-range, and near-term planning and the related resource actions. Execution of training, evaluation, and organizational assessment are also described. The methods and examples presented in these manuals have proved successful in units throughout the Army.

c. UTM. UTM/DTMS (replacing SATS) provides unit commanders with automation support to facilitate the execution of the training management process described in FM 7–0, *Training the Force*, FM 7–1, *Battle-Focused Training*, and FM 3–0 *Operations*, and other related documents. It accomplishes this by enabling unit commanders to use their existing office automation systems.

- Access relevant training management documents and records, such as MTPs, STPs, drills, the CATS and others as available.
- Perform nearly all analyses inherent in the training management process, such as ammunition forecasts and assessments.
- Identify resource requirements for training activities.
- Prepare and print required schedules, calendars, and reports.

(1) *METL.* UTM/DTMS (replacing SATS) integrates key management functions, which support developing the METL to determine training requirements, planning, resourcing, scheduling, and the assessment of training in units. It assists the management of training from company through corps, and serves as the Army’s single, standard training management tool. Army organizations often provide Army forces within joint force formations. The missions and JMETL of such formations are derived from the Universal Joint Task List by the joint force commander and service component commanders, and are approved by the COCOM commander.

(2) *Automated Systems Approach to Training.* UTM/DTMS uses data created by the ASAT/TDDC software application. ASAT/TDDC is used by proponent developers to create task-based data and associated information necessary for units to effectively and efficiently conduct training (i.e., MTPs, STPs, lessons, TSPs, CATS, etc.).

(3) *Battle focus.* UTM/DTMS supports the Battle Focus concept by facilitating the METL development process; mission identification, METL Worksheet development, METL approval, assignment of Battle Tasks, and development of supporting collective and individual task lists. It also provides for the development of non-documented local

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missions and tasks that may not appear in a published MTP. In addition it facilitates the cross walking of individual Soldier common and MOS tasks to each approved METL task along with other supporting collective task associated with the METL.

(4) *Planning.* Training strategies, long and short range plans, training calendars, coordination details, training schedules, and training resource projections are also developed based on proponent provided data and SATS/UTMC.

(5) *Execution/assessment.* Training and evaluation outlines (T&EOs) may be printed to assist in unit evaluations. Training Execution Matrices (TEM) can be exported to the Training Feedback Module (TFM), allowing evaluation of training either using paper T&EOs or the automated TFM. Evaluation results are then input back into SATS/UTMC. The commander's subsequent assessment of task preparedness and the recording of the actual resource expenditures are then completed in UTMC/DMTS.

(6) *TSP.* The TSP automatically extracts task, unit, and planning data from UTMC/DMTS for the creation of unit TSP to support all forms of training. TSPs developed with this module can be created at any level and shared with other units Army wide using this module. The TFM also extracts the same type of data for the purpose providing an automated observer/controller tool. The TFM will provide task evaluation and after-action reporting data back into UTMC/DMTS for unit commander assessments, to the Center of Army Lessons Learned (CALL) for archive and general information, and to the ASAT/TDDC for product improvement.

d. Reserve Component Automation System (RCAS). RCAS is an automated information system that supports the decision-making needs of all commanders, staffs, and functional managers responsible for RC forces. The RCAS uses state-of-the-art office automation, telecommunications, databases, and processing capability to provide timely and accurate information for planning, preparation, and execution of mobilization and to improve the accomplishment of routine administrative demands. It is a self-sufficient system capable of exchanging data with related information systems. The RCAS will link all Army Reserve Component (ARNG and USAR) units, mobilization stations, and MACOMs. The training management portion of RCAS is SATS and will automate training management for the RC. It will be able to interface with ATRRS.

15–34. Army modernization training (AMT)

AR 350–35, *Army Modernization Training (AMT)*, provides policy and procedures and assigns responsibilities for the planning and execution of new systems training. The regulation provides a process for the expeditious integration of equipment into the force structure through new equipment training (NET), displaced equipment training (DET), doctrine and tactics training (DTT), and sustainment training (ST).

a. NET. NET is designed to support force integration and modernization through identification of personnel, training, and training devices required to support new or improved equipment; by planning for the orderly transfer of knowledge from the materiel developers (MATDEV) to the trainer, user, and supporter by documenting requirements in NET plans (NETP); and the deployment of NET teams (NETT) to train Soldiers to operate, maintain, and provide instruction on modernized equipment. NET is tied to the System Acquisition Management Process (Chapter 11). The interface of NET and this process is shown in Figure 15–13.

b. DET. DET applies to systems that are being replaced by new equipment, but remain in the inventory. Planning for and executing DET is similar to the process used in NET; the objectives of both training DET planning differs: FORSCOM and USARPAC, as applicable, are responsible for planning DET for the USAR, CNGB for the ARNG, and TRADOC for programs are the same.

c. DTT. DTT is conducted in conjunction with NET or DET. DTT provides commanders, battle staffs, operators, and trainers with a doctrinal basis for employment of new or displaced materiel.

d. ST. ST is a command responsibility. The training base shares the responsibility for ST by assuring that a pool of trained replacements is established to support the sustainment effort. The ultimate responsibility for ST, however, remains with the commander.

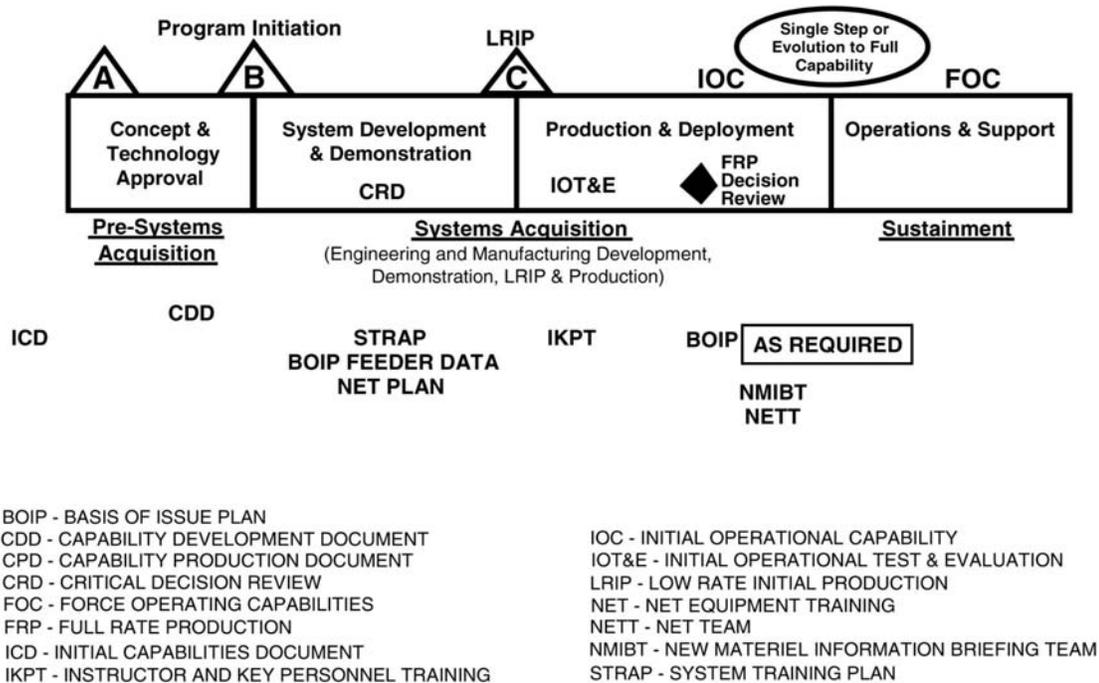


Figure 15–13. New equipment training: planning process

15–35. The security assistance training program (SATP)

a. *SATP*. SATP consists of U.S. military training assistance to eligible countries. Security assistance includes all training of international military personnel conducted within DoD activities under the *Foreign Assistance Act (FAA) of 1961* as amended, and the *Arms Export Control Act* as amended. The components of the SATP are the following—

- IMET (under the FAA) represents education and training provided for which the military departments are reimbursed from foreign assistance appropriations.
- FMS (under AECA) covers the sale of defense articles, services, and training to eligible foreign governments and international organizations. These sales are reimbursed as required by law.
- The Regional Defense Counterterrorism Fellowship Program, counter-narcotics, peacekeeping and other international training programs are managed like programs within SATP.

b. *HQDA executive agent*. CG, TRADOC has been designated as HQDA executive agent for security assistance training provided by the U.S. Army. The CG, TRADOC discharges these responsibilities through the TRADOC DCSOPS&T and the Security Assistance Training Directorate comprised of the Security Assistance Field Activity at Ft Monroe, VA for CONUS training and the Security Assistance Training Management Office at Ft Bragg, NC.

c. *Objectives of the SATP*. The objectives of the SATP are the following—

- Develop skills needed for effective operation and maintenance of equipment acquired from the United States.
- Assist the foreign country in developing expertise and systems needed for effective management and operation of its defense establishment.
- Foster the foreign country's development of its own professional and technical training capability.
- Promote U.S. military rapport with the armed forces of the foreign country.
- Promote democratic ideals such as civilian control of the military and establishment of effective military justice system.
- Promote better understanding of the United States, its people, political system, institutions, and way of life through a DOD-sponsored Information Program.
- Increase the international military student's awareness of the U.S. commitment to the basic principles of internation-

ally recognized human rights.

Section VII

The training support system

15-36. Training support-general

Training support provides the foundation on which the Army training system runs. That foundation includes training management, training facilities, ranges, advanced collective training facilities, troop schools, equipment and supplies, training land, ammunition, devices and simulators, simulations, resident course materials, extension training materials, publications, visual information materials, learning centers, video tele-training, correspondence courses, and evaluation/standardization. This foundation enables the training system to meet Army training needs with trained individuals and units. The system model is at Figure 15-14.

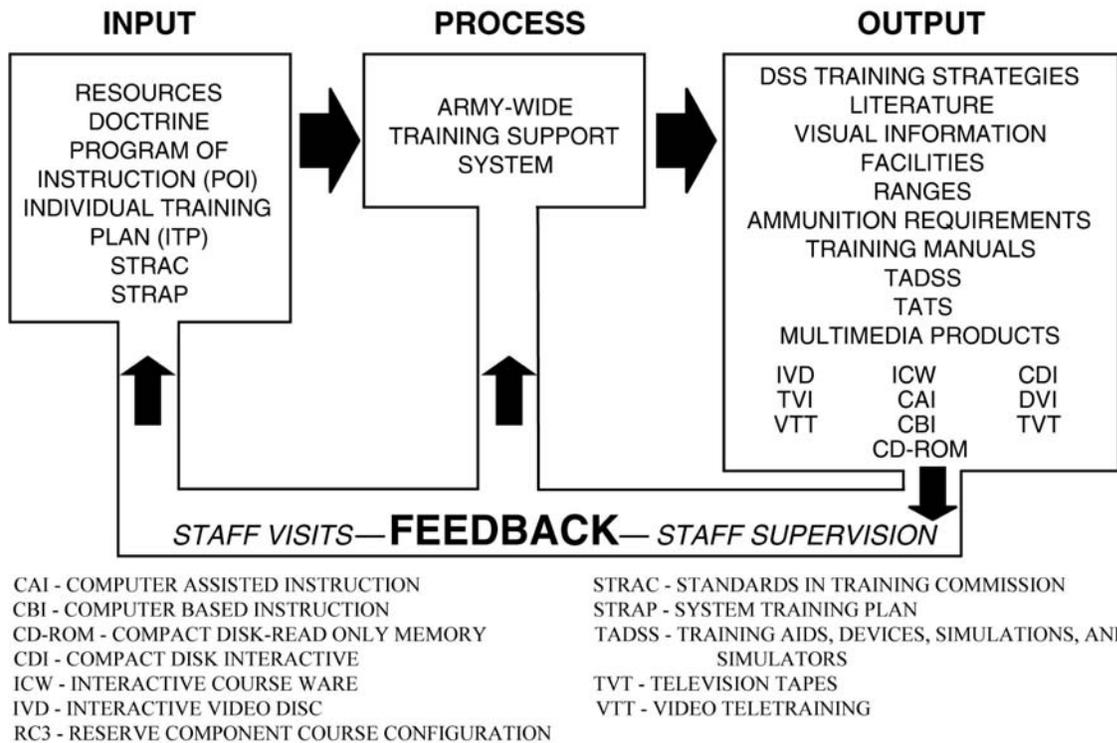


Figure 15-14. The training support system

15-37. Organization for training support

a. ATSC. The ATSC is tasked to publish and distribute the bulk of training support products, which are developed at the Service schools as described earlier. Each MACOM manages installation VI/TSC for “One-Stop Service” VI documentation of operations and field exercises, training support queries, products, and coordination through ATSC to proponent schools and activities for new requirements.

b. Process. The Training Support System provides training materials and services supporting the training base and unit training programs including resident training. It provides the products as well as the manuals, visual information/multimedia products, simulators, devices, real estate, ranges, ammunition, and other tools necessary to conduct training in units and institutions. It is a multibillion-dollar program.

15–38. New training technologies

a. Simulations. OPTEMPO and ammunition costs are expected to continue to increase for the foreseeable future. This coupled with a decline in maneuver and range land will warrant the continued expansion and integration of simulations into the training base. Embedded or strap-on simulation systems in the future will provide the leaders and operators with realistic training within units by training on the actual equipment. Seamless simulation technologies can expand training horizons available beyond the confines of a unit.

b. Distributed interactive simulation (DIS). This concept calls for the linking of all types of unit training into the same network. The capability would permit the wide-scale integration of various simulation systems and live training without regard to geographical constraints. Thus, an early-deploying RC unit could play the same scenario as its forward-deploying counterpart. The tactical, operational, and strategic BOSs can provide the common skeletal foundation for this linkage.

(1) *Simulation networking technology.* One of the first steps taken toward achieving this concept was the development and fielding of Simulation Networking Technology. This proof of principle demonstration of technology, jointly developed and fielded by the Defense Advanced Research Projects Agency (DARPA) and the U.S. Army showed that large numbers of simulators could participate in a virtual battlefield.

(2) *Combined Arms Tactical Trainer (CATT).* In the decade of the nineties, the Army built upon this concept by developing CATT programs. CATT is a part-task trainer that builds upon the networked simulation technology currently in use with SIMNET. CATT, in combination with maneuver training in the field, contributes to that portion of the CATS that deals with collective task training at the crew through battalion echelons. CATT addresses maneuver, synchronization, and command and control.

(3) *Close Combat Tactical Trainer (CCTT).* CCTT is the lead CATT program. Based upon training transfer demonstrated in the company/team CCTT, the Army may expand this trainer to meet battalion/task force FTX training requirements. The Fire Support Combined Arms Tactical Trainer (FSCATT) is undergoing contractor proposal assessment for its Engineering/Manufacturing Design (EMD) phase. FSCATT will be fielded in two phases. Phase I will evolve to a full crew virtual system that will provide full combined arms training environment for artillery platoons and batteries. Three other branch trainers-Aviation Combined Arms Tactical Trainer (AVCATT), Air Defense Combined Arms Tactical Trainer (ADCATT), and Engineer Combined Arms Tactical Trainer (ENCATT)-are in the requirements development process. Other Army proponent branches may develop networked simulation-training requirements. CATT trainers will be fielded with common software and protocols so that they can use open architecture and operate with each other. Each CATT program benefits from software/hardware developments of the preceding programs. CATT trainers are developed and fielded to meet stand-alone proponent training requirements. Through the use of Semi-Automated Forces (SAF) and emulator workstations, proponent training is conducted in a combined arms battlefield environment. Each proponent determines its mixture of simulation and field training.

(4) *Embedded training.* Embedded training is a concept that involves a number of discrete technologies. It will focus on system-peculiar tasks. Hardware will be configured either as an integral part of the tactical system or as a strap-on. Embedded training will allow the weapon system to be used as an individual and crew trainer. Ultimately networking of embedded systems will permit crews to interact with other crews as required in an actual tactical scenario (as MILES does today). Embedded training, like distributed training, will dramatically change the way the Army is organized to train. From both a training and cost-effectiveness perspective, more training will shift to the unit, as tools like embedded training become the rule rather than the exception.

(5) *Virtual reality.* Psychologists have long known that the sense of sight can dominate the other senses. Theme parks, such as Disney World, have capitalized on this dominance. For example, wide-screen, stereophonic presentations of roller coaster rides create the physical sensations of the actual rides. The same phenomenon is observable in high-fidelity flight simulations, which create sensations of nausea or vertigo especially in the novice. Until recently training applications have been limited. Virtual reality is a new and emerging technology that melds the real world with a computer-generated world. It is an outgrowth of research and development efforts by NASA to simulate space conditions and to link human beings with robots so that complex repairs and maintenance can be performed without humans leaving the confines of the spacecraft. Virtual reality can be used to insert the individual into a world that is too hostile, too expensive, or too remote to duplicate in a training environment. Furthermore, the computer could simulate interaction with these images. Thus, the prospect of surrogate travel exists to permit a tank commander to perform in a virtual battlefield. For example, if tank crew members were wearing virtual reality helmet visor systems, computer imaging could turn an open field into a city, which the tank commander could drive through. This technology coupled with an embedded training system, which would allow the fighting of a realistic battle without ever leaving the motor pool.

(6) *Voice input/output.* One of the current hindrances associated with computers in training is the reliance on either a keyboard or mouse to input commands. This severely restricts their use to a “clean environment.” It also adds another dimension to the training-the ability to type affects student completion times. The rapidly maturing technology of voice recognition may eliminate some of these hindrances. Voice-recognition systems coupled with dial-up testing will make language sustainment and certification more effective by minimizing the need for a trained linguist. Visor miniature screen monitors and voice commands will allow maintenance personnel to use computer technologies without leaving a “dirty environment.”

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(7) *Artificial intelligence (AI)*. As with the other technologies discussed, AI will greatly alter the way the Army currently trains, maintains, and fights on the battlefield. Industry has found that by utilizing AI technologies in diagnostic equipment they could reduce training time for a journeyman from three years to three months with improved on-the-job performance. Since AI will provide round-the-clock expertise to unit-level maintenance, it should cause a restructuring of the current maintenance echelon structure. This will add credence to shifting the training focus from predominantly service school to a unit orientation in the future. AI will also have a great impact in improving target acquisition, engagement, and command and control. It will minimize human interaction and the chance for human error during periods of combat stress. It will be the precursor of passive engagement systems that identify and engage targets automatically. As in maintenance training, these technologies will reduce training time associated with mastering gunnery/operator/maintainer MOS.

(8) *Enroute Mission Planning and Rehearsal System (EMPRS)*. Although still in the experimental phase, EMPRS will be a collaborative tool to allow army forces or JTF HQ's to conduct planning and rehearsal against a scenario enroute to a mission. This system will be linked through C4ISR systems and allow distributed planning and rehearsal for the commander.

Section VIII

Quality Assurance (QA) Program

15–39. Revitalized Quality Assurance (QA) Program

a. Background. The Army has revitalized the education/training QA program. This revitalized program addresses the quality of the education and training provided to units, soldiers, and DA civilians. QA involves evaluation, accreditation, validation, and quality control functions. QA provides the chain of command with the confidence that the TRADOC mission is being achieved while minimizing risk of error or failure. TRADOC CofS signed memo, date 12 Jun 00, to proponent schools to stand up a QA/Evaluation Program office with direct lines to senior leadership IAW TR 350–70 guidance. This separate QA office (QAO), is to serve as the eyes and ears of the commander and will provide the needed autonomy and credibility. The value of the program was recognized by DA and on May 03, the CSA, approved HQ TRADOC as responsible agency for training and leader development process accreditation, to include non-TRADOC schools.

b. Strategy. This is not a business as usual QA program and is not an inspection program but is a “white hat - help improve how we do business” approach. The QAO is to also provide “white-hat” assistance in the critical operation of the TRADOC HQ, centers, and proponent schools. The revised QA program looks at the entire spectrum of factors that affect the quality of Army education and training. This revised program covers the training mission area but is the foundation for a higher-level mission area that includes the entire DOTMLPF. It includes:

(1) Program management; training automation system capabilities and outputs; SMDR management; contract, personnel, and resource management oversight; organization structure and effectiveness; quality of life issues (staff & students); and program planning/ administration.

(2) Internal and external training evaluation, instructor and TDer evaluations, and training institution accreditation.

c. Impact. The QA Program is already making great in-roads in improving the quality of conduct of training, training support, and proponent functions. The impact of the QAO is being felt in identifying problems with product quality, timeliness of development, implementation of training/training products, organizational structures, and allocation of resources. The information generated by this program is being reported directly to the CGs of the schools and to TRADOC CG. The information is also being included in various higher headquarters reports such as the SRS, the Institutional Training Resource Model, and Program Objective Memorandums.

15–40. QA Program Organization

The QA Program was initiated by establishing independent Evaluation and QA Program Offices and supporting QA Elements within the command group at TRADOC Major Subordinate Commands (MSCs), centers, and each TRADOC school assigned and reporting directly to the organizations senior leadership. (See Figure 15–15) These QA Program offices provide autonomy and credibility as the “eyes and ears” of the commander/commandant. The primary role of the QAO is quality assurance within the organization. In other words, the QAO works with the members of the organizations, advice them on ways to improve their work, and reports directly to the Commander the status of his/her organization.

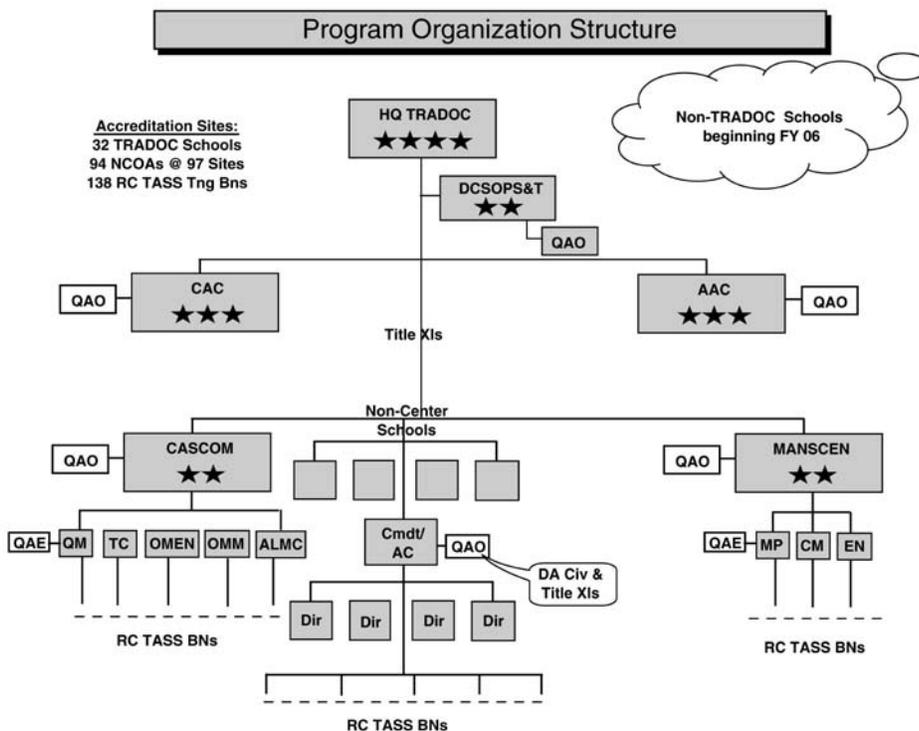


Figure 15-15. Program organization structure

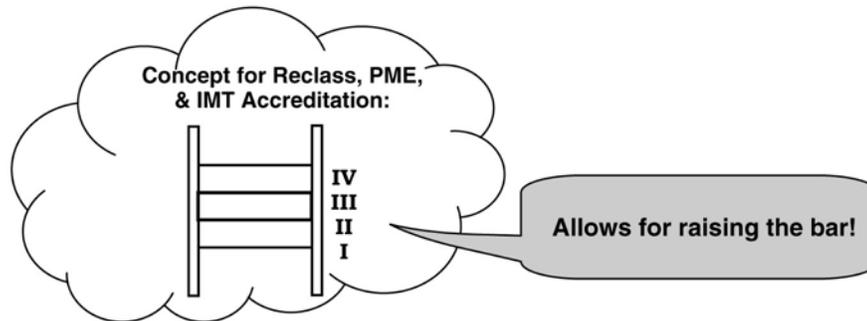
a. *TRADOC QA Office (QAO)*. Advisor to TRADOC CG, CofS, and DCSOPS&T. Provides Command program management oversight, program policy, accreditation standards, programming/allocation of resources, evaluator certification training, raises and tracks TRADOC and DA HHIs, and provides guidance/assistance to Major Support Commands (MSC), centers, and school QAOs.

b. *Combined Arms Center (CAC) QAO*. Evaluates PME (every 3 years), Oversees proponent school (RC Tng Bns) & USASMA (NCOA common core) PME accreditations, and Submits and tracks HHIs (as appropriate).

c. *USAAC QAO*. Evaluates IMT (every 3 years), oversees Drill Sergeant Proponency Program accreditation of Drill Sergeant Schools, and submits and tracks HHIs (as appropriate).

d. *Education/Training Institution QAO*. Conducts internal & external evaluations, conducts self-assessments, and accredits functionally aligned RC training battalions (every 3 years). They provide members to the IMT and PME accreditation teams.

Accreditation Bars of Excellence



Level IV: Learning Institution of Excellence (100% of standards met)

Level III: Full Accreditation (80-99% of standards met)

Level II: Conditional Accreditation - requires report (60-79% of standards met)

Level I: Candidate for Accreditation - requires report (0-59% of standards met)

Notes:

¹ Some Non-TRADOC schools also stood up or modified their QAOs using TRADOC's model. These included the AMEDD and JFKSWCS. Others will be stood up as funds are provided by DA.

Figure 15-16. Accreditation bars of excellence

15-41. QA Program Operation

The QA program essentially consists of three major activities centered on a set of performance standards. These activities are:

a. A self-assessment. The organization applies the standards to themselves and identifies strengths and weaknesses. This self-assessment has proved to be very beneficial and have provided the greatest payback in training development management, organization, and process improvements. The school must conduct a self-assessment prior to an accreditation visit and they must provide their resulting report to accrediting organization.

b. An assistance visit. This is a visit by an outside QA team from the accrediting agency that applies the standards to a school and helps them improve their operations. The school CG is provided a report.

c. An accreditation visit. The accrediting agency applies the standards, assigns an accreditation level, and sends a report to the TRADOC CG. Accreditation is a major function of the program.

(1) The TRADOC CG approved accreditation standards are organized in three groups: (1) Conduct of Training, (2) Training Support, and (3) Proponent Functions. There are a total of 24 standards. Each standard lists references, delineates criteria to be met, provides guidelines for application of the standard, identifies deficiencies that require mandatory comments, and lists documentation the organization being accredited must provide.

(2) HQ QAO coordinates the accreditation team visits. The accreditation team is primarily composed from HQ TRADOC staff, AAC (for IMT), and CAC (for PME) for visits to TRADOC centers and schools. The HQ Staff members include the TRADOC QAO (lead; evaluate proponent TD functions), TASSD, DCSINT, DCSPIL, and the Command Safety Office. Only those staff members needed for a specific visit attends.

(3) After an accreditation visit the CAC and AAC QAOs provide their report to HQ TRADOC QAO for consolidation and presentation to the TRADOC CG. The report assigns a level of accreditation to the school.

Section IX

Summary and references

15–42. Summary

a. Training mission and focus. As stated in FM 7–0, *Training the Force*, and FM 7–1, *Battle-Focused Training*, the Army’s capstone training manuals, the Army’s training mission is to prepare Soldiers, leaders, and units to deploy, fight, and win in combat at any intensity level, anywhere, anytime. The training focus is on the unit’s wartime METL. The top priority is training. Realistic, sustained, multi-echelon, totally integrated combined arms training must be continuously stressed at all levels. Every individual (Soldier and leader) and collective training program must be carefully planned, aggressively executed, and thoroughly assessed.

b. Battle focus. Battle focus is the concept used to derive peacetime training requirements from wartime missions. Battle focus guides the planning, execution, and assessment of each organization’s training program to ensure its members train as they are going to fight. Battle focus is critical throughout the entire training process and is used by commanders to allocate resources for training based on wartime mission requirements. Its implementation enables commanders at all levels and their staffs to structure training programs that cope with nonmission-related requirements while focusing on mission-essential training activities.

c. Five training systems. This chapter discussed five training systems: policy, requirements, and resourcing; training development; training in schools; training in units; and training support. Training policy, requirements, and resourcing are the responsibility of HQDA, ODCS, G–3/5/7, specifically the Director of Training (DAMO–TR). Resourcing necessitates some interesting interfaces with other systems. The ARPRINT, for example, relies on input from ODCS, G–1 as well as DCS, G–3/5/7.

d. TRADOC. TRADOC is the center for Army training worldwide and as such establishes policy and procedures for creating, implementing, and evaluating training and provides ongoing resident/nonresident training to AA and RC alike. Forces training includes training conducted in units and collective training following the guidance set forth in FM 7.0, *Training the Force*, FM 7–1, *Battle-Focused Training* and TRADOC Regulation 350–70, *Systems Approach to Training, Management, Processes and Products*, and supporting pamphlets.

e. Training support. Training support is the foundation of Army training. It manages the distribution of training materials and services supporting the training base and unit training programs. It is a multibillion-dollar enterprise managed by TRADOC [Not Training Support].

f. The future challenge. More so than ever before, the challenge to commanders at all levels will be to execute efficient, meaningful education and training that ensures trained individuals and units that are ready to meet the country’s military requirements worldwide.

15–43. References

- a.* Army Regulation 5–13, *Training Ammunition Management System*.
- b.* Army Regulation 12–15, *Joint Security Assistance Training*.
- c.* Army Regulation 25–1, *The Army Information Resources Management Program*.
- d.* Army Regulation 25–30, *The Army Integrated Publishing and Printing Program*.
- e.* Army Regulation 34–4, *Army Standardization Policy*.
- f.* Army Regulation 210–21, *Ranges and Training Areas*.
- g.* Army Regulation 350–1, *Army Training and Education*.
- h.* Army Regulation 350–10, *Management of Army Individual Training Requirements and Resources*.
- i.* Army Regulation 350–17, *Noncommissioned Officers Development Program*.
- j.* Army Regulation 350–38: *Training Device Policies and Management*.
- k.* DA Pamphlet 350–38, *Standards in Weapons Training*.
- l.* Field Manual 25–4, *How To Conduct Training Exercises*.
- m.* Field Manual 25–5, *Training for Mobilization and War*.
- n.* Field Manual 7–0, *Training the Force*.
- o.* Field Manual 7–1, *Battle-Focused Training*.
- p.* TRADOC Regulation 350–70, *Systems Approach to Training Management, Processes, and Products*.

15–44. Training websites with links

- a.* <http://www.apd.army.mil/>
- b.* <http://www-dcst.monroe.army.mil/organization.htm>
- c.* <http://www-dcst.monroe.army.mil/Relatedlink.htm>
- d.* <http://www.tradoc.army.mil/tpubs/pamndx.htm>
- e.* <http://www.atsc.army.mil/ATSCnav.asp>
- f.* http://www.tadlp.monroe.army.mil/new_page_2.htm
- g.* <http://www.adtdl.army.mil/>

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